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ABSTRACT

This report provides baseline information on the education and employment activities of the class of 1989, the last class to graduate before the implementation of school reform in Chicago (Illinois). The survey prepared by the Chicago panel, asked graduates whether they were enrolled in school, whether they were employed, and where they were going to school or working. Graduates were asked about what prepared them, or did not prepare them, for higher education or work; and they were asked how much their plans were influenced by parents, teachers, counselors, and others. In all, 710 graduates out of a sample of 1,237 responded. About 85% of graduates were working, in school, working and in school, or in the military, but there were large differences in activities among members of different racial and ethnic groups. Black, Asian American, and Hispanic American graduates were less likely to be employed than were Whites. Fewer Black and Hispanic American male respondents were enrolled in school than were members of any other racial, ethnic, or gender group. Most respondents thought that high school should have placed more emphasis on basic academics and vocational programs. Graduates overwhelmingly indicated that their parents had influenced their plans a great deal. Recommendations by the Panel are included. There are 22 tables of survey data. Thirteen appendices present specifics about the survey questions and 13 additional tables. (SLD)

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Monitoring and Researching THE EFFECTS OF SCHOOL REFORM IN CHICAGO

Follow-up Study of High School Graduates

Survey of the Chicago Public Schools Class of 1989

Sandra L. Storey with Jesse Qualls

June 1991

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Chicago Panel on Public School Policy and Finance
220 South State Street, Suite 1212, Chicago, Illinois 60604 (312) 939-2202

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Monitoring and Research Project Staff

John Q. Easton, Director of Monitoring and Research
Jesse Qualls, Coordinator of Monitoring
Sandra Storey, Research Analyst
Paul Dean, Darryl Ford, David Kerbow, Ong Lee,
Susan Ryan and Daisy Spalten, Research Assistants

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SUMMARY OF FINDINGS

1. **THE SURVEY RESPONSE RATE WAS 57.4 PERCENT. THE RESPONSE RATE VARIED BY HIGH SCHOOL TYPE WITH HIGHER RETURNS FROM SELECTIVE GENERAL AND SELECTIVE TECHNICAL SCHOOLS AND LOWER RETURNS FROM GENERAL AND VOCATIONAL SCHOOLS.**

710 graduates out of a sample of 1,237 responded to the survey (57.4 percent response rate). Graduates of general selective and technical selective schools had high response rates (71-75 percent) while graduates of general and vocational schools had low response rates (49-55 percent).

Because graduates who are more successful in high school are more likely to complete graduate follow-up surveys, the findings probably show a greater degree of success among high school graduates than is accurate. The relatively low response rate may be partly due to mobility among the graduates.

Other graduate follow-up studies have found that graduates who respond tend to have had higher high school grade point averages and had performed better on nationally standardized tests in high school. Almost all graduates who did not respond were not reachable because the phone numbers we had for them were wrong or disconnected.

2. **AMONG RESPONDING GRADUATES, ABOUT 85 PERCENT REPORTED THAT THEY WERE WORKING, IN SCHOOL, BOTH WORKING AND IN SCHOOL OR IN THE MILITARY.**

Of the 710 respondents, 56 percent (400) were enrolled in school and 51 percent (361) were employed. Almost 30 percent were both attending school and working in civilian jobs. More than 25 percent of respondents were in school but did not work. 22 percent were employed in civilian jobs and not in school. Eight percent of the respondents were in the military service. Five percent of respondents said that they were unemployed. Four percent said that they were full-time homemakers or were taking a break from school and work. Another 4 percent said that they were not in school and not working but did not specify what they were doing.

Of the 400 respondents in school, 58 percent were in four-year colleges or universities, 30 percent were in community or junior colleges, 12 percent were in trade or technical schools.

The highest percentage of respondents who were working were employed by retail stores (15 percent) or by restaurants/fast food establishments/bars/food service (13 percent). Colleges employed the largest percentage of respondents who were both in school and employed (17 percent).

3. **HISPANIC AND BLACK MALE RESPONDENTS WERE LEAST LIKELY AND ASIAN FEMALES AND MALES WERE MOST LIKELY TO BE ENROLLED IN INSTITUTIONS OF HIGHER EDUCATION. WHITE RESPONDENTS WERE MUCH MORE LIKELY TO BE EMPLOYED IN CIVILIAN JOBS THAN WERE MINORITY RESPONDENTS. ALMOST ONE IN FIVE BLACK MALE RESPONDENTS HAD ENTERED THE MILITARY COMPARED TO LESS THAN ONE IN TEN WHITE OR HISPANIC MALE RESPONDENTS.**

Over 75 percent of Asian respondents had gone on to school compared to only 53-60 percent of respondents in any other racial/ethnic group. Over 60 percent of females compared to about 50 percent of males were enrolled in school. The biggest differences between percent of males and females enrolled in school occurred within racial/ethnic groups. Sixty-eight percent of Hispanic females were in school compared to only 40 percent of Hispanic males. Similarly, 60 percent of Black females were in school compared to 45 percent of Black males

Respondents in every racial/ethnic and gender group were more likely to attend four-year colleges than they were to attend any other school type. However, Asian female respondents attended four-year colleges in a higher percentage than any other racial/ethnic-gender group (71 percent of Asian female respondents in school). Hispanic males attended four-year colleges in the lowest percentage (41 percent of Hispanic male respondents in school).

Almost 70 percent of White respondents were employed in civilian jobs compared to less than 50 percent of Black, Hispanic or Asian respondents. On the other hand, a much higher percentage of males (14 percent) than females (3 percent) were in the military. In addition, a higher percentage of Black male respondents (19 percent) were in the military than White or Hispanic male respondents (9 percent).

(Note: The racial/ethnic designations used throughout this study are those used in the State Report Card.)

4. **HIGH SCHOOLS SHOULD HAVE PLACED MORE EMPHASIS ON BASIC ACADEMIC SUBJECTS SUCH AS MATH, ENGLISH AND SCIENCE ACCORDING TO MOST RESPONDENTS. MANY ALSO AGREED THAT HIGH SCHOOL SHOULD HAVE PLACED MORE EMPHASIS ON VOCATIONAL AND TECHNICAL PROGRAMS.**

When we asked graduates whether they thought high school should have placed more emphasis on basic academic subjects, 79 percent agreed or strongly agreed. Eighty-seven percent of the respondents who were neither in school nor working in April 1990 agreed or strongly agreed with this.

When we asked graduates whether they thought high school should have placed more emphasis on vocational and technical programs 69 percent also agreed or strongly agreed. Respondents who were attending trade or technical schools agreed or strongly agreed with this 94 percent of the time.

5. **GRADUATES FREQUENTLY SAID BASIC ACADEMIC SUBJECTS (ENGLISH AND MATH), THE OVERALL CURRICULUM OF HIGH SCHOOL AND DISCIPLINE AND STUDY SKILLS PREPARED THEM EITHER WELL OR LEAST WELL FOR THE POST-SECONDARY SCHOOLS THAT THEY WERE ATTENDING. RESPONDENTS MOST FREQUENTLY SAID "NOTHING" WHEN ASKED WHAT PREPARED THEM WELL AND WHEN ASKED WHAT PREPARED THEM LEAST WELL FOR THEIR CURRENT JOBS.**

The highest percentages of respondents said that *English* (18 percent), *Overall Curriculum* (18 percent) and *Math* (16 percent) prepared them well for their current school. Nearly 10 percent said that nothing prepared them well. Respondents who were attending four-year colleges frequently said that *Advanced and College Prep Classes* prepared them well (17 percent). Respondents attending trade/technical schools frequently said that *Business/Vocational Education* classes prepared them well (19 percent).

Most respondents, when asked what prepared them least well for their current school, said "nothing" (19 percent). However, *Math* (9 percent), *Overall Curriculum* (8 percent) and *Discipline/Study Skills* (8 percent) were also frequently mentioned by respondents as things that prepared them least well.

Thirty-five percent of respondents said that nothing prepared them well for the job they held in April 1990. Thirty-eight percent responded "nothing" when asked what prepared them least well for their job.

6. **MOST GRADUATES SAID THAT THEIR PLANS FOR LIFE AFTER HIGH SCHOOL WERE INFLUENCED A GREAT DEAL BY THEIR PARENTS. HIGH SCHOOL COUNSELORS, CLERGY AND PRINCIPALS WERE LEAST OFTEN SAID TO HAVE HAD A GREAT DEAL OF INFLUENCE ON THE GRADUATES' PLANS.**

Seventy-four percent of graduates said their parents had influenced their plans a great deal. However, there was a wide range between racial/ethnic and gender groups in the amount of influence that graduates felt their parents had had on their post-high school plans. Black females most often said that their parents had influenced their plans a great deal (79 percent) and Asian males said this least often (50 percent).

About forty percent of the graduates said that teachers and friends had a great deal of influence on their plans. Fewer respondents said that school counselors (30 percent), clergy people (15 percent) or principals (14 percent) had a great deal of influence on their plans.

RECOMMENDATIONS

A. **THE CHICAGO BOARD OF EDUCATION AND INDIVIDUAL SCHOOL COMMUNITIES SHOULD ADDRESS DISPARITIES BETWEEN DIFFERENT RACIAL AND ETHNIC GROUPS AND BETWEEN MALES AND FEMALES.**

The findings of this study show that Black and Hispanic male graduates are much less likely to be enrolled in higher education programs than Black and Hispanic female graduates and than White male and female graduates. In addition, Black and Hispanic males and females are less likely to be employed in civilian jobs than White males and females. These patterns of lower participation in higher education and in the job market parallel findings from other studies about student achievement and other educational outcomes. These disparities should be investigated and addressed with specific programs and strategies.

B. **HIGH SCHOOLS SHOULD REVIEW THEIR CURRICULAR OFFERINGS TO DETERMINE HOW MUCH COURSES RELATE TO STUDENTS' FURTHER EDUCATION AND EMPLOYMENT. BOTH BASIC EDUCATION COURSES AND GOAL ORIENTED COURSES (INCLUDING COLLEGE PREPARATORY AND VOCATIONAL EDUCATION) PLAY IMPORTANT ROLES IN STUDENTS' SUBSEQUENT ENDEAVORS.**

Many graduates noted that specific courses (especially English, Math, and college prep classes) prepared them well for further study. Other graduates also noted that these same courses did not prepare them. Similarly, some graduates said that they learned work skills and discipline in their classes while others said that they failed to obtain these important habits.

When schools review their course offerings and general curriculum, they should be most concerned about how these relate to students' subsequent plans in further education or in the work force. Students clearly expressed the need for core skills as well as for college prep and vocational skills. Schools should ensure that the courses they offer to all students provide these skills.

C. **SCHOOLS SHOULD RE-EVALUATE THE ROLE OF COUNSELORS IN PREPARING STUDENTS FOR FURTHER EDUCATION OR WORK. COUNSELORS' EFFECTIVENESS MAY BE ENHANCED BY INVOLVING PARENTS IN THEIR CHILDREN'S EDUCATIONAL AND CAREER PLANNING.**

A very high proportion of graduates reported that their parents had a great deal of influence on their plans for after high school. Although this is not surprising, the difference between the parents' influence and that of teachers, principals, counselors, and others is striking. Parents had especially great influence on Black and Hispanic graduates. Schools with limited personnel and limited resources for counseling could use these natural links between students and parents to their advantage. Counselors could reach out to parents and perhaps provide information to students more effectively.

D. **THE CHICAGO BOARD OF EDUCATION SHOULD MAKE SPECIAL EFFORTS TO MAINTAIN CURRENT INFORMATION ABOUT HIGH SCHOOL STUDENTS SO THAT SUBSEQUENT FOLLOW-UP STUDIES HAVE MORE ACCURATE DATA TO TRACK GRADUATES.**

Follow-up studies of this kind are important for planning school programs and for understanding the needs of high school students. A high return rate is important for obtaining a true picture of students' activities after high school, especially if the students will be tracked for several years. The Board of Education should update student information files just prior to graduation to make future contact with graduates more feasible.

I. INTRODUCTION

One of the objectives of the Chicago School Reform Act (P.A. 85-1418) is that public school students receive preparation for further education and employment. The Act states that Chicago schools should consider the following to be priority goals:

> assuring that students are adequately prepared for further education and aiding students in making a successful transition to further education;
>
> assuring that students are adequately prepared for successful entry into employment and aiding students in making a successful transition to employment. (p. 25)

As part of the Chicago Panel's project to monitor the implementation and effects of school reform, we conducted a survey of high school graduates from the Chicago Public Schools class of 1989 to follow up on what they did after they graduated from high school. Because of their own interest in the outcomes of graduates, the Chicago Public Schools' Department of Research, Evaluation and Planning collaborated with us in conducting this survey.

The purpose of the survey was to gather information on the education and employment activities of the final graduating class prior to the implementation of school reform in September of 1989. The survey asked graduates a number of questions about further education and work: 1) whether they were enrolled in school or employed; 2) where they went to school or worked; 3) whether they were full-time or part-time students or workers; 4) whether they believed that they were prepared for further education or work; 5) who influenced their plans for after high school; and 6) whether they felt that high school should have placed more emphasis on basic academic subjects or vocational education.

This study will provide the baseline data for comparison studies of the classes of 1991 and 1993. Though the main purpose of this study is to provide baseline data to track changes that come about during the implementation of school reform, the results from this study are significant on their own. Graduates' perceptions of their preparedness after having been out of high school for a year may provide important insight to those trying to improve the state of high school education. In addition, the survey data will provide us with much needed information on what happens to public school students after they graduate from the system. It will give us a better sense of whether high school graduates are successful in the world after high school and, to some extent, what contributes to this success.

This report analyzes the graduates' responses overall, crosstabulates responses with other responses and compares responses of students with different backgrounds to each other.

This graduate follow-up study relied heavily on two previous surveys for content and for procedures. The Department of Research and Evaluation of the Chicago Public Schools (CPS) conducted a follow-up study of the class of 1978. The study resulted in *A Report of*

the Follow Up Study of 1978 Chicago High School Graduates, the most recent graduate follow-up study done of CPS graduates.

A second study done by the San Diego City Schools influenced many of the questions in our survey. The report on this study, *Graduate Follow-up Study: Phase II - San Diego City Schools' Class of 1984 Two Years After Graduation,* was completed in 1987. The San Diego survey found that graduates work and enrollment status changed considerably between the first and second years after graduation.

II. PROCEDURES

How the survey sample was taken

The Department of Research, Evaluation and Planning (DREP) of the Chicago Public Schools took a random sample of high school graduates of the class of 1989. This random sample contained 6.6 percent of all graduates from that year along with background data such as high school type, race and gender. The DREP also gathered data on all graduates from four high schools that are participating in the Panel's observational study of local school councils.* The graduates from these schools were excluded when the original random sample was taken. Therefore, a random sample of these graduates was added to the original sample for this study. The total sample contains 1,237 graduates.

Response rates

There were a total of 710 responses, a 57.4 percent response rate, to our survey. These responses were a combination of mail surveys to graduates and phone surveys with graduates or their family members. We surveyed graduates in the following manner. First, we sent a survey to each graduate in the sample with a postage paid return envelope and a letter explaining the purpose of the survey and requesting graduates to complete and send in the survey by a certain date. 136 graduates responded to this first mailing (though not all returned the survey before the deadline). We then mailed the survey a second time to those graduates who had not yet responded. We received 98 responses to this mailing.

After we had given time for response to these mailings, we telephoned the homes of the remaining graduates in order to get them to participate in phone surveys. We were able to reach 284 graduates who were willing to answer our questions over the phone. In 185 cases, we surveyed a family member of the graduate over the phone because we were unable to reach the graduate. Family members were only asked the employment and educational status of graduates and were not asked the subjective questions. Forty-eight graduates (or their family members) refused to participate in the phone survey. We were unable to contact by phone 479 (38.7 percent) of the graduates who did not respond to any of the

*The observational study is described in previous Chicago Panel publications, including *Local School Council Meetings During the First Year of Chicago School Reform.*

mailings. In nearly all cases when we could not contact graduates by phone, it was because the phone numbers we had for them were wrong or were disconnected.

When phone interviews were complete, we mailed the survey to graduates who did not respond to the first two mailings of the survey and who either had no phone listed, or had a disconnected phone. We only had seven responses to this mailing. Table 1 below shows how many responses were obtained through phone interviews and mailed surveys and also shows the non-respondents. Appendix B starting on page 28 contains a detailed list of response rates by high school.

Table 1 - Responses and Non-Responses By Type

RESPONDENTS	# of graduates	% of graduates
Student Phone Interview	284	23.0%
Parent Phone Interview	185	15.0%
1st Mailing	136	11.0%
2nd Mailing	98	7.9%
3rd Mailing (After phone calls)	7	0.6%
TOTAL	710	57.4%
NON-RESPONDENTS		
Wrong Number	220	17.8%
Disconnected Phone	187	15.1%
Refused to Participate	48	3.9%
Moved/Unreached	45	3.6%
No Phone	25	2.0%
Unknown	2	0.2%
TOTAL	527	42.6%

The return rate is disappointing. A similar study of Chicago graduates from the class of 1978 obtained a 65 percent response rate. Abundant research evidence indicates that respondents differ from non-respondents in significant ways. For example, other graduate follow-up studies found that survey respondents tended to have been more successful in high school than non-respondents in terms of high school grade point average and standardized test scores.* Therefore, it is very likely that the results of this survey may be skewed toward more successful high school graduates.

*See Linda Leddick and Denny Stavros, "Detroit Public Schools Follow-up Study of 1988 Graduates," Office of Research, Evaluation and Testing, Detroit Public Schools, and Lee Hillman Brown, "Linking High School Follow-up Information With Pre-graduation Test Scores, Grades, Activities, and Attitudes." Edmonds School District, Lynnwood, Washington. (Both papers presented at the April 1991 annual meeting of the American Education Research Association.)

III. EDUCATION/EMPLOYMENT STATUS OF STUDENTS DURING THEIR FIRST YEAR OUT OF SCHOOL

Education and Employment

Of the 710 survey respondents, 28.9 percent (205) were both enrolled in school and employed. 26.6 percent (189) of respondents were in school but not employed. 22.0 percent (156) were employed in civilian jobs and not in school. In addition to those employed in civilian jobs, 8.2 percent (58) were in the military service. 5.2 percent of the respondents said they were unemployed. Four percent were full-time homemakers or taking breaks from school and work. Another 4.1 percent said that they were not in school and not working but did not specify what they were doing. See Appendix C for a table of educational and employment status (full-time, part-time or not working) by race and gender.

Table 2 - Education and Employment

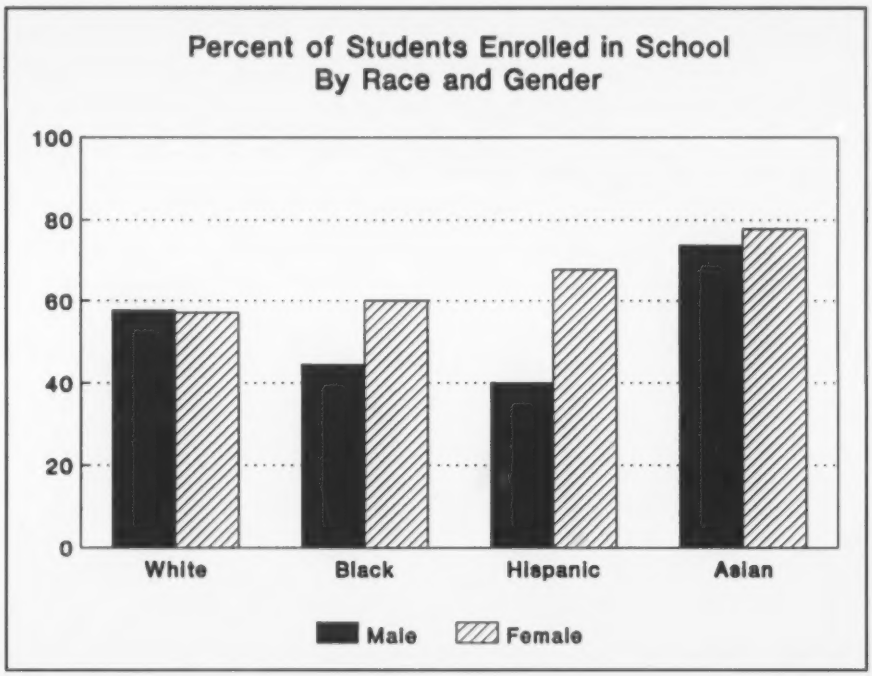
RESPONDENTS IN SCHOOL AND/OR WORKING	# of graduates	% of graduates
Enrolled in school, working	205	28.9
Enrolled in school, not working	189	26.6
Enrolled in school, employment status unknown	6	0.9
Not enrolled in school, working	156	22.0
In the military service	58	8.2
RESPONDENTS NOT IN SCHOOL AND NOT WORKING		
Unemployed	37	5.2
Full-time homemaker	9	1.3
Taking a break from school and work	19	2.7
Other (None of the above)	23	3.2
Not in school, not working, unknown status	6	0.9
Not enrolled in school, employment status unknown	2	0.3
TOTAL	710	100.2

Further Education

This section examines the graduates' further education separately from work status. The survey asked whether graduates were enrolled in school in April of 1990. For those graduates who were in school, the survey asked the name and location of the school they attended, the type of school (four-year college, trade school, etc.), and whether they were full or part-time students. This section of the report details the responses to this question.

We had 710 responses to the question "*Were you enrolled in a school in April 1990?*" Of those, 400 respondents (56.3 percent) said that they were enrolled in school and 310 (43.7 percent) said they were not. Overall, a higher percentage of female respondents were

enrolled in school than male respondents -- 61.6 percent compared to 50.6 percent. Within some racial/ethnic groups, the gender difference is even more striking. For example, almost



68 percent of the Hispanic female respondents were attending school in April 1990, compared to only 40 percent of Hispanic male respondents. Similarly, over 60 percent of Black females attended school compared to only 44.5 percent of Black males. On the other hand, the percentage of White male and White female respondents attending school was almost equal (57.7 percent and 57.1 percent). Asian male and female respondents also attended school in roughly the same percentages (73.7 percent and 77.8 percent). Because the Native American response rate was so low (four graduates) we can't rely on a comparison between percentages of Native American males and females attending school.

Table 3 - Percent of Respondents Enrolled in School

	Both Genders			Male			Female		
	Enrolled in School		Total Resp.	Enrolled in School		Total Resp.	Enrolled in School		Total Resp.
Race	#	%		#	%		#	%	
All	400	56.3	710	172	50.6	340	228	61.6	370
White	81	57.5	141	45	57.7	78	36	57.1	63
Black	215	53.1	405	81	44.5	182	134	60.1	223
Nat Am.	3	75.0	4	3	100.0	3	0	0.0	1
Asian	28	75.7	37	14	73.7	19	14	77.8	18
Hisp.	73	59.4	123	29	40.0	58	44	67.7	65

The differences between racial/ethnic groups in percentages of respondents attending school was not as dramatic except that Asian respondents were much more likely to be enrolled in school than any other group. Over 75 percent of the Asian respondents attended school compared to less than 60 percent of the respondents in any other racial/ethnic group. (This does not include the four Native American respondents).

Table 4 shows the type of post-secondary school (four-year college or university, community or junior college, or trade or technical school) that graduates who were enrolled in school attended. Almost 58 percent of respondents who were in school in April 1990 attended four-year colleges and universities. Over 30 percent of respondents who said they were attending school went to community or junior colleges. Almost 12 percent attended trade or technical schools. (Less than one percent attended other school types. These are not shown in Table 4.)

In every racial/ethnic and gender group, respondents attended four-year colleges most frequently, community colleges next most often, and trade or technical schools least often. However, there were still significant differences in the type of school attended between racial/ethnic and gender groups.

Table 4 - Type of School Graduates Attended

Four-year college or university

Race	Both Genders #	Both Genders %	Male #	Male %	Female #	Female %
All	230	57.5	94	54.7	136	59.7
White	51	63.0	27	60.0	24	66.7
Black	123	57.2	43	53.1	80	59.7
NatAm.	3	100.0	3	100.0	0	--
Asian	19	67.9	9	64.3	10	71.4
Hisp.	34	46.6	12	41.4	22	50.0

Community or junior college

Race	Both #	Both %	Male #	Male %	Female #	Female %
All	121	30.3	46	26.7	75	32.9
White	21	25.9	10	22.2	11	30.6
Black	68	31.6	24	29.6	44	32.8
Nat Am.	0	0.0	0	0.0	0	--
Asian	6	21.4	3	21.4	3	21.4
Hisp.	26	35.6	9	31.0	17	38.6

Trade or technical school

Race	Both #	Both %	Male #	Male %	Female #	Female %
All	46	11.5	31	18.0	15	6.6
White	9	11.1	8	17.8	1	2.8
Black	22	10.2	13	16.1	9	6.7
Nat Am.	0	0.0	0	0.0	0	--
Asian	2	7.1	2	14.3	0	0.0
Hisp.	13	17.8	8	27.6	5	11.4

*6 respondents are not listed here because they either did not list a school type or listed "Other" as the type.

Sixty-eight percent of Asian respondents who were in school attended four-year colleges compared to 63 percent of White graduates, 57 percent of Black graduates and only 47 percent of Hispanic graduates. A higher percentage of Hispanic graduates attended community/junior colleges and trade/technical schools than any other racial group.

Female respondents were somewhat more likely than male respondents to attend four-year colleges (60 percent compared to 55 percent). Also, a higher percentage of females than males attended community/junior colleges (33 percent compared to 27 percent). Male respondents on the other hand were much more likely to attend trade or technical schools than female respondents (18 percent to 7 percent).

Though Hispanic graduates overall attended community colleges and trade schools more frequently than any other group, there is a large difference in school choice between females and males. Hispanic females attended community or junior colleges in the highest percentage of any racial/ethnic/gender category (39 percent) whereas Hispanic males attended trade/technical schools in higher percentages than any other group (28 percent).

Table 5 below shows whether graduates who were enrolled in school attended school full-time or part-time. Eighty-five percent of survey respondents who were enrolled in school were full-time students. In the aggregate, female respondents were somewhat less likely than males to be enrolled in school full-time (83 percent compared to 88 percent). Among racial/ethnic groups, there were slight differences in the percentages of respondents attending school full-time and part-time. For example, almost 88 percent of the White respondents who were enrolled in school attended full-time, compared to 84-86 percent of Black, Hispanic and Asian respondents enrolled in school.

Table 5 - Respondents Attending School Full-Time or Part-Time

Race	School Enrollment Status	Both Genders		Male		Female	
		#	%	#	%	#	%
All	Full-time	341	85.3	151	87.8	190	83.3
	Part-time	51	12.8	18	10.5	33	14.5
	Unknown	8	2.0	3	1.7	5	2.2
White	Full-time	71	87.7	41	91.1	30	83.3
	Part-time	9	11.1	3	6.7	6	16.7
	Unknown	1	1.2	1	2.2	0	0.0
Black	Full-time	181	84.2	66	81.5	115	85.8
	Part-time	29	13.5	13	16.1	16	11.9
	Unknown	5	2.3	2	2.5	3	2.2
Nat Am.	Full-time	3	100.0	3	100.0	--	--
	Part-time	0	0.0	0	0.0	--	--
	Unknown	0	0.0	0	0.0	--	--
Asian	Full-time	24	85.7	14	100.0	10	71.4
	Part-time	3	10.7	0	0.0	3	21.4
	Unknown	1	3.6	0	0.0	1	7.1
Hisp.	Full-time	62	84.9	27	93.1	35	79.6
	Part-time	10	13.7	2	6.9	8	18.2
	Unknown	1	1.4	0	0.0	1	2.3

Within racial/ethnic groups, the differences between male and female respondents followed widely varied patterns. For example, 100 percent of Asian male respondents in school attended full-time compared to only 71.4 percent of Asian female respondents. Similarly, White and Hispanic male respondents were much more likely to attend school full-time than White and Hispanic female respondents. On the other hand, Black female respondents were more likely to attend school full-time (85.8 percent of those in school) than Black male respondents (81.5 percent).

Table 6 below lists the ten schools that respondents attended most frequently. Of the 400 graduates who said that they were enrolled in school, all but three provided the name of the school that they attended. We also looked at the number of respondents that attended each of these ten schools within each racial and gender category.

The greatest number of respondents (9.5 percent or 38 out of 400) said that they were enrolled in the University of Illinois at Chicago (UIC). Twenty-one respondents each were enrolled at Northeastern Illinois University (NIU) and Wright College and 20 respondents attended the University of Illinois - Urbana (U of I).

Almost one-fourth of White respondents who were attending school (20 out of 81) were going to UIC. White respondents did not attend any other school in such high numbers. A high percentage of Asian respondents attended UIC (21.4 percent or 6 out of 28) and NIU (17.9 percent or 5 out of 28). In all other racial/ethnic groups (excluding

Table 6 - Ten Post-Secondary Schools With Highest Enrollment of Respondents

School Name	All	White	Black	NatAm	Asian	Hisp	Male	Fem
University of Illinois - Chicago	38	20	4	0	6	8	17	21
Northeastern Illinois University	21	6	6	0	5	4	7	14
Wright College	21	6	3	0	3	9	6	15
University of Illinois - Urbana	20	1	12	1	3	3	10	10
Daley College	19	4	10	0	0	5	6	13
Devry Institute of Technology	19	6	6	0	2	5	18	1
Northern Illinois University	17	6	5	2	1	3	6	11
Harold Washington College	13	0	12	0	0	1	3	10
Chicago State University	12	0	12	0	0	0	4	8
Olive Harvey Coll.	12	0	11	0	0	1	2	10

Native Americans) there was not such a high percentage of respondents attending any one school. Black respondents did not attend any single school in very high percentages. The three schools with the highest percentage of Black respondents (5.6 percent or 12 out of 215) were the University of Illinois, Harold Washington College and Chicago State University. Hispanic respondents were most likely to attend Wright College (12.3 percent or 9 out of 73) or UIC (10.9 percent or 8 out 73).

Of the 400 respondents who were going to school, over 80 percent were attending schools in Illinois. Over 60 percent of respondents attended schools in Chicago.

Employment

Table 7 on page 10 shows employment of respondents by race and gender. Gender differences in employment levels were not large except between Asian male and female respondents. However, the difference among respondents of different racial/ethnic groups was very high. For example, almost 70 percent of White respondents were employed compared to less than 50 percent of respondents in all other racial/ethnic groups.

Among female respondents, there was an even greater difference between racial/ethnic groups. For example, 73 percent of White female respondents were employed compared to only 33 percent of Asian female respondents and less than 50 percent of black and hispanic female respondents. Appendix D on page 31 contains a table showing employment status (whether respondents were working full-time or part-time) by race and gender.

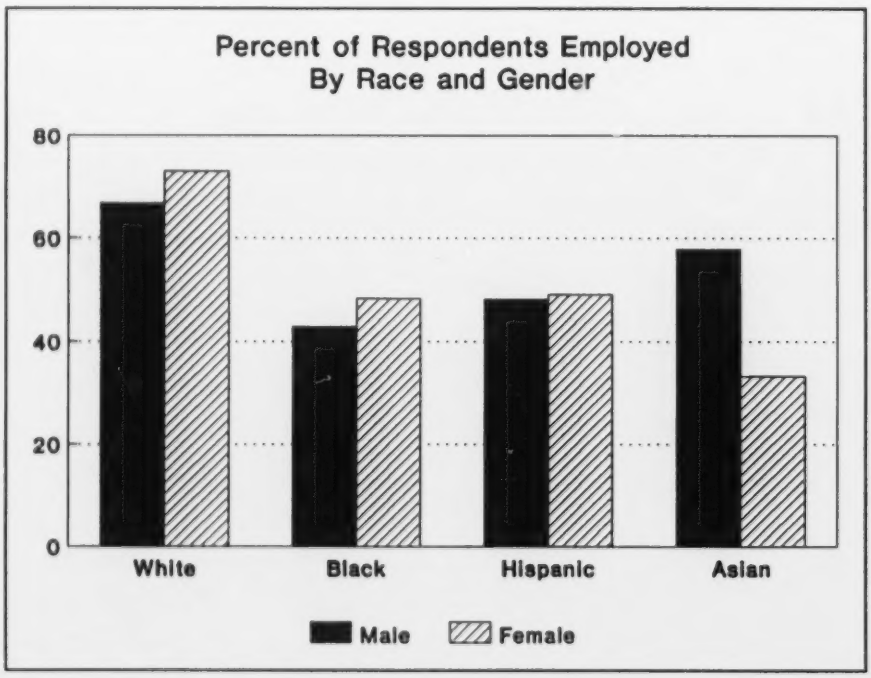


Table 7 - Percent of Respondents Employed									
	Both Genders			Male			Female		
Race	Employed #	Employed %	Total Resp.	Employed #	Employed %	Total Resp.	Employed #	Employed %	Total Resp.
All	361	50.9	710	169	49.7	340	192	51.9	370
White	98	69.5	141	52	66.7	78	46	73.0	63
Black	186	45.9	405	78	42.9	182	108	48.4	223
Nat Am.	0	0.0	4	0	0.0	3	0	0.0	1
Asian	17	46.0	37	11	57.9	19	6	33.3	18
Hisp.	60	48.8	123	28	48.3	58	32	49.2	65

We asked respondents who were employed to list their job titles and their employers. We then classified the jobs held by graduates with a dual coding system. We categorized the job by type of duties performed (primary job code) and by industry (secondary job code). In several cases respondents did not provide any information or enough information about their job duties or employers to code their jobs. In these cases we coded their jobs as *Unknown*. A few jobs were also coded as *Other* because they did not fit into any of the categories. See Appendix L on page 49 for examples of jobs in each primary job code category.

Table 8 below shows how many employed respondents had jobs that were categorized into the four primary job codes that were most common among the survey respondents.

Table 8 - Categories of Job Duties - By Enrollment in School						
JOB CATEGORIES BASED ON JOB DUTIES	All Employed Respondents		Enrl in School?			
			Yes		No	
	#	%	#	%	#	%
CASHIER/TELLER/HOSTESS/WAITPERSON	86	23.8%	44	21.5%	42	26.9%
SECRETARIAL/CLERICAL	68	18.8%	45	22.0%	23	14.7%
STOCK CLERK/LOADER/BAGGER	42	11.6%	18	8.8%	24	15.4%
SALES/CUSTOMER SERVICE	34	9.4%	22	10.7%	12	7.7%

(See Appendix K on page 48 for a full table of graduates' job types.) Table 8 also breaks down each job type by whether the respondent was enrolled in school or not. Almost a quarter of the employed respondents (23.8 percent) were working as *Cashiers, Tellers, Hostesses, or Waitpeople.* Many respondents were also employed in *Secretarial/Clerical*

positions (18.8 percent), *Stocking/Loading/Bagging* jobs (11.6 percent) and in *Sales/Customer Service* (9.4 percent).

Respondents who were enrolled in school worked in *Secretarial/Clerical* and *Sales/Customer Service* positions more frequently than respondents who were not in school. Respondents who were not enrolled in school were more often employed in *Cashier/Teller/Hostess/Waitperson* and *Stock Clerk/Loader/Bagger* positions than respondents who were in school.

Table 9 below shows the percentage of respondents who worked in each of the industries or fields that were most common among the survey respondents. (See Appendix K on page 48 for a table that lists all of the industries and fields.) The highest percentage of respondents who were working were employed by *Retail Stores* (15 percent) or by *Restaurants/Fast Food Establishments/Bars/Food Service* (13.3 percent). *Colleges and Universities* employed 9.7 percent of the respondents. *Grocery and Convenience Food Stores* and *Private Sector Offices* also employed many of the respondents (8.6 percent and 7.2 percent).

Table 9 - Categories of Job Industries/Fields - By Enrollment in School

JOB CATEGORIES BASED ON INDUSTRY/FIELD	All Employed Respondents		Enrl in School?			
			Yes		No	
	#	%	#	%	#	%
RETAIL STORE	54	15.0%	31	15.1%	23	14.7%
FAST FOOD/REST/BAR/FOOD SERVICE	48	13.3%	27	13.2%	21	13.5%
COLLEGE/UNIV (OFFICES, FOOD SERV)	35	9.7%	35	17.1%	0	0.0%
GROCERY/CONVENIENCE FOOD STORE	31	8.6%	18	8.8%	13	8.3%
PRIVATE SECTOR OFFICE	26	7.2%	16	7.8%	10	6.4%

Colleges and universities employed the largest percentage of respondents who were both in school and employed (17.1 percent) and did not employ any respondents who were not in school. Most other industries or fields employed roughly equal percentages of working respondents who were enrolled in school and respondents who were not.

About 8 percent of the graduates were not employed in civilian jobs but were in the military service. The differences among racial/ethnic and gender groups were large. A much higher percentage of males (13.5 percent) than females (3.2 percent) were in the military. In addition, a higher percentage of Black male respondents (18.7 percent) were in the military than White or Hispanic male respondents (9 percent and 8.6 percent). Table 10 on page 12 shows the percentage of all graduates from different racial/ethnic and gender groups that are in the military.

Table 10 - Respondents in the Military						
	Both Genders		Male		Female	
Race	#	%	#	%	#	%
All	58	8.2%	46	13.5%	12	3.2%
White	9	6.4%	7	9.0%	2	3.2%
Black	42	10.4%	34	18.7%	8	3.6%
Hisp.	7	5.7%	5	8.6%	2	3.1%

IV. COLLEGE AND WORK READINESS - WHAT PREPARED GRADUATES WELL AND LEAST WELL FOR FURTHER SCHOOLING AND WORK.

Preparation for Further Education

The survey asked graduates who were enrolled in school in April 1990 to tell what about their high schools prepared them well and least well for the schools they were currently attending. This question was asked only of the 326 graduates who were attending school and who answered their surveys themselves. This question was open-ended, that is, respondents were not given a range of answers to select from. We coded the responses that we received into categories like *English, Typing, Teachers,* and *Administration.* Appendix J on pages 37-47 gives examples of graduates' responses in the most common categories.

Often, respondents' answers covered more than one category. In these cases the answers were each coded as more than one response. For example, one graduate said that "English and history classes" prepared her well for her current school. Her answer was coded as two responses, *Social Studies* and *English.* Another graduate said that the "A.P. Calculus that I took in high school helped me a lot for better understanding of math in college." This answer was coded as *Advanced and College Prep Classes* and *Math.*

We examined the total number of responses in each category and also the number of responses by post-secondary school type. Table 11 on page 13 shows how many graduates attending each post-secondary school type gave responses in each category. The categories are ranked from highest to lowest by number of responses given.

Among the graduates who responded to the question "What was there about your high school that prepared you well for this school?" about 18 percent (59) gave answers that fell under the *English* category. Responses in the *English* category generally referred to English courses specifically but also to "journalism," "reading," "writing," "English grammar" and "English teachers." Nearly 18 percent of respondents said that *Overall Curriculum* prepared them well for their current school. *Overall Curriculum* contains responses such as "The intense demand for excellence in all activities" and "Most of my high school courses prepared me for college." Almost 16 percent of respondents said *Math* prepared them well for school. A significant group (12 percent) responded that *Nothing* prepared them well for school. Responses in the *Nothing* category include "Unfortunately, nothing" and "High

What was there about your high school that prepared you well for this school?

"English grammar & writing, study habits"

"Strong/strict teachers that wouldn't take late assignments + great selections of courses."

"My Foodservice and Hospitality classes."

"All my math courses, my A.P. English course senior year, and my volleyball skills."

"High school didn't prepare me well enough for college."

"My counselor and our Career Development class."

"My accounting teacher gave us lectures about what life would be like after graduation and his advice really paid off."

"Nothing. Absolutely nothing. I had the most advanced classes in high school and when I entered college I had to take the most basic."

"How to deal with different kinds of people (races, sex, teachers, fellow students, etc.). We had a diverse group of people at [my high school]."

school didn't prepare me for college at all. It's a whole new experience."

When responses were crosstabulated with the type of school the respondent currently attended some very interesting patterns emerged. In all three types of post-secondary schools, roughly equal percentages of respondents said that English prepared them well for school (between 17 percent and 20 percent). On the other hand, there was a wide disparity between school types in the percentages of respondents who said that the *Overall Curriculum*

Table 11 - Preparation for Future Education By Post-Secondary School Type

What was there about your high school that prepared you well for this school?

Post-Secondary School Type	All schools		Comm. or junior coll.		Four-year coll. or univ.		Trade/tech. school	
	Respondents		Respondents		Respondents		Respondents	
RESPONSE CATEGORY	#	%	#	%	#	%	#	%
ENGLISH	59	18.2%	20	20.0%	33	17.1%	6	19.4%
OVERALL CURRICULUM	57	17.6%	24	24.0%	30	15.5%	3	9.7%
MATH	51	15.7%	13	13.0%	33	17.1%	5	16.1%
NOTHING	39	12.0%	15	15.0%	17	8.8%	7	22.6%
ADV. & COLL. PREP CLASSES	38	11.7%	5	5.0%	33	17.1%	0	0.0%
DISCIPLINE/STUDY SKILLS	31	9.6%	4	4.0%	27	14.0%	0	0.0%
TEACHERS	30	9.3%	8	8.0%	21	10.9%	1	3.2%
BUSINESS/VOCATIONAL EDUC.	23	7.1%	6	6.0%	11	5.7%	6	19.4%
COMPUTERS	19	5.9%	8	8.0%	6	3.1%	5	16.1%
SCIENCE	15	4.6%	3	3.0%	10	5.2%	2	6.5%
TYPING	12	3.7%	4	4.0%	5	2.6%	3	9.7%

prepared them well for school (24 percent of community college students compared to only 9.7 percent of trade/technical school students and 15.5 percent of four-year college students). There was a smaller gap among the percentages of those who responded that math prepared them well. Nearly equal percentages of respondents in four-year colleges and trade schools said that math prepared them well (17.1 percent and 16.1 percent) with fewer respondents in community colleges giving this answer (13 percent).

Two categories of goal-oriented courses, *Advanced and College Prep Classes* and *Business/Vocational Education* had widely varied percentages of respondents among different college types. As might be expected, respondents going to four-year colleges or universities were most likely to say that *Advanced and College Prep Classes* prepared them well for school (17.1 percent compared to only 5 percent of those who attended community or junior colleges and none who attended trade/technical schools). On the other hand, nearly 20 percent of respondents in trade/technical schools said that *Business/Vocational Education* prepared them well for school compared to only about 6 percent of those in community or four-year colleges.

We also crosstabulated the responses to this question with the type of high school the graduate had attended. Some of the data is in Table 12 below. (See Appendix G on page 34 for additional data.) Of the 326 respondents enrolled in school who answered their surveys themselves, 206 had attended general high schools, 41 had gone to selective general high schools, 44 were from selective technical high schools, 32 had attended vocational high schools and 3 were from special education high schools. Because such a small number of respondents were from special education schools, their responses are not shown in the table below, nor are they discussed. However, their responses are shown in Appendix G.

Table 12 - Preparation for Future Education By High School Type

What was there about your high school that prepared you well for this school?

High School Type	General		Selective General		Selective Technical		Vocational	
	Respondents		Respondents		Respondents		Respondents	
RESPONSE CATEGORY	#	%	#	%	#	%	#	%
ENGLISH	38	18.4%	5	12.2%	8	18.2%	8	25.0%
OVERALL CURRICULUM	33	16.0%	12	29.3%	7	15.9%	5	15.6%
MATH	39	18.9%	5	12.2%	4	9.1%	3	9.4%
NOTHING	24	11.7%	2	4.9%	5	11.4%	7	21.9%
ADV. & COLL. PREP CLASSES	23	11.2%	11	26.8%	4	9.1%	0	0.0%
DISCIPLINE/STUDY SKILLS	15	7.3%	6	14.6%	5	11.4%	5	15.6%
TEACHERS	15	7.3%	5	12.2%	5	11.4%	5	15.6%
BUSINESS/VOCATIONAL EDUC.	14	6.8%	0	0.0%	3	6.8%	6	18.8%

The most frequent responses from graduates of general high schools were that *Math* (18.9 percent), *English* (18.4 percent) and *Overall Curriculum* (16 percent) prepared them well for school. Nearly 30 percent of selective general high school graduates said that *Overall Curriculum* prepared them well for school. About 27 percent of these graduates also said that *Advanced and College Prep Classes* prepared them well. Graduates of selective technical high schools most often said that *English* (18.2 percent) and *Overall Curriculum* (15.9 percent) prepared them well. One-fourth of vocational high school graduates responded that *English* prepared them well. Almost 22 percent of vocational high school graduates said that *Nothing* prepared them well (compared to between 11 and 12 percent of general and selective technical school graduates and less than 5 percent of selective general high school graduates).

What was there about your high school that prepared you least well for this school?

"Nothing."

"Study skills, multiple choice tests, test taking skills, & how to study for tests."

"The teachers, the whole educational theme of H.S. did not prepare me."

"Geography and math courses."

"[My high school] was a predominantly black school. [The university I attend] is a ... "melting pot" of races."

"Mostly everything that was presented in high school was of no use for the university's atmosphere."

"Built-in study periods."

"Most of the teachers were too lenient. They expected too little, which resulted in mediocrity - at best - from the students."

"The English classes at [my high school] are horrible. I never had to read a novel or story and when I reached college this struck as a problem since books are required to be read in as short a period as two days."

When we asked respondents "What was there about your high school that prepared you least well for this school?", almost 20 percent said *Nothing*. Between 8 and 9 percent also said *Math, Overall Curriculum* and *Discipline/Study Skills* prepared them least well. We found that the answer *Nothing* was given most frequently by respondents attending all three post-secondary school types (about 18 to 22 percent of respondents in each). See Table 13 on page 16.

Besides the response *Nothing*, those attending community or junior colleges most frequently said that *Overall Curriculum* (11 percent), *Math* (9 percent), *Physical Education* and *Teachers* (7 percent each) prepared them least well. Those attending four-year colleges, on the other hand, listed *Discipline/Study Skills* second most frequently (10.4 percent) with *Math* close behind (9.8 percent). Graduates who were attending trade/technical schools often said that *Business/Vocational Education* and *Social Studies* prepared them least well for school (9.7 percent each).

Table 13 - Lack of Preparation for Future Education By Post-Secondary School Type								
What was there about your high school that prepared you least well for this school?								
Post-Secondary School Type	All schools		Comm. or junior coll.		Four-year coll. or univ.		Trade/tech. school	
	Respondents		Respondents		Respondents		Respondents	
RESPONSE CATEGORY	#	%	#	%	#	%	#	%
NOTHING	62	19.1%	22	22.0%	34	17.6%	6	19.4%
MATH	29	9.0%	9	9.0%	19	9.8%	1	3.2%
OVERALL CURRICULUM	27	8.3%	11	11.0%	15	7.8%	1	3.2%
DISCIPLINE/STUDY SKILLS	26	8.0%	5	5.0%	20	10.4%	1	3.2%
PHYSICAL EDUCATION	19	5.9%	7	7.0%	10	5.2%	2	6.5%
ENGLISH	17	5.2%	3	3.0%	14	7.3%	0	0.0%
SOCIAL STUDIES	16	4.9%	6	6.0%	7	3.6%	3	9.7%
TEACHERS	15	4.6%	7	7.0%	7	3.6%	1	3.2%
OTHER	14	4.3%	3	3.0%	10	5.2%	1	3.2%
BUSINESS/VOCATIONAL EDUC.	13	4.0%	1	1.0%	9	4.7%	3	9.7%

When we crosstabulated responses with high school type, we found an interesting pattern. Graduates of general and general selective high schools most frequently said that

Table 14 - Lack of Preparation for Future Education By High School Type								
What was there about your high school that prepared you least well for this school?								
High School Type	General		Selective General		Selective Technical		Vocational	
	Respondents		Respondents		Respondents		Respondents	
RESPONSE CATEGORY	#	%	#	%	#	%	#	%
NOTHING	47	22.8%	6	14.6%	6	13.6%	3	9.4%
MATH	14	6.8%	1	2.4%	7	15.9%	7	21.9%
OVERALL CURRICULUM	14	6.8%	4	9.8%	3	6.8%	5	15.6%
DISCIPLINE/STUDY SKILLS	16	7.8%	5	12.2%	4	9.1%	1	3.1%
PHYSICAL EDUCATION	11	5.3%	5	12.2%	1	2.3%	2	6.3%
ENGLISH	9	4.4%	2	4.9%	1	2.3%	5	15.6%
SOCIAL STUDIES	11	5.3%	1	2.4%	1	2.3%	3	9.4%

Nothing prepared them least well for school (22.8 percent and 14.6 percent). However, graduates of selective technical and vocational high schools were more critical. Both groups

most frequently said that *Math* prepared them least well (15.9 percent and 21.9 percent). A high percentage of vocational school graduates also said that *Overall Curriculum* and *English* prepared them least well (15.6 percent each). Selective general high school graduates often said that *Discipline/Study Skills* and *Physical Education* prepared them least well (12.2 percent each). A high percentage of graduates of selective technical high schools also said that *Discipline/Study Skills* prepared them least well (9.1 percent).

Preparation for Future Employment

The survey asked the 291 graduates who were employed in April 1990 and who answered their surveys themselves what about high school prepared them well and what prepared them least well for their current jobs. Like the preparation for further education questions, these questions were open-ended. We used the same categories to code the responses to these questions as we did to code the responses to the school preparation questions.

Table 15 - Preparation for Employment

What was there about your high school that prepared you well for this job?

RESPONSE CATEGORY	Respondents #	%
NOTHING	101	34.7%
MATH	26	8.9%
BUSINESS/VOCATIONAL EDUC.	23	7.9%
DISCIPLINE/STUDY SKILLS	20	6.9%
ENGLISH	20	6.9%
SOCIAL SKILLS	20	6.9%

This question was asked only of graduates who said that they were employed in April 1990 and who answered their surveys themselves. There were 291 responding graduates who were employed.

A very high percentage of respondents, 34.7 percent, said *Nothing* when asked what prepared them well for their current employment. See Table 15 above and Appendix H on page 36. Besides *Nothing*, the most frequent responses were that *Math, Business/Vocational Education, Discipline/Study Skills, English* and *Social Skills* prepared respondents well for their current jobs, however, less than 9 percent of respondents gave answers in each of those categories.

When asked what prepared them least well for their current employment, the highest percentage of respondents, 37.8 percent, also said *Nothing*. In addition, 39.2 percent of survey respondents did not answer this question. The largest category of responses (not including *Nothing*) was the catchall category, *Other* (5.5 percent). See Table 16 on page 18 and Appendix I on page 36.

What was there about your high school that prepared you well for this job?

"N/A - All I do is answer phones and make appointments."

"All of my math classes, and data processing."

"Being punctual & prepared to do my job, and gym."

"Nothing really - you don't need to know anything really important from school for this job."

"I am using everything (typing, communication skills, writing, accounting and computer skills) I learned at my high school."

"Since I attended an ethnically diverse high school, I learned to deal with many kinds of people."

"Through the high school work-study program I learned how to be strong, confident and I learned to present myself well to employers as well as to others."

What was there about your high school that prepared you least well for this job?

"There wasn't really anything that prepared me least for my job."

"The administration of my high school was very uncooperative about letting students leave campus during 9th period to go to work."

"The school's poor social environment."

"High school gave me no preparation for this job."

"I think it was the fact that I was very quiet during high school...and no one really helped me get through it. Naturally, when I started working on campus at college I didn't know how to deal with people."

"No matter how well prepared you may be, nothing ever prepares you for dealing with difficult, obnoxious customers."

Table 16 - Lack of Preparation for Employment

What was there about your high school that prepared you least well for this job?

RESPONSE CATEGORY	Respondents #	%
NOTHING	110	37.8%
OTHER	16	5.5%
SOCIAL SKILLS	8	2.7%
OVERALL CURRICULUM	7	2.4%
PHYSICAL EDUCATION	6	2.1%
SCIENCE	6	2.1%
SOCIAL STUDIES	6	2.1%

This question was asked only of graduates who said that they were employed in April 1990 and who answered their surveys themselves. There were 291 responding graduates who were employed.

V. HIGH SCHOOL ACADEMIC/VOCATIONAL EMPHASIS

The survey asked graduates their opinions about high school academic and vocational emphasis. Graduates were asked how much they agreed with the following statements: *"High school should have placed more emphasis on basic academic subjects (math, English, science, etc.)"* and *"High school should have placed more emphasis on vocational and technical programs."* Respondents had five answer choices: *strongly agree, agree, neutral, disagree* or *strongly disagree.*

Table 17 - Percent of Respondents Agreeing or Strongly Agreeing That High School Should Have Placed More Emphasis on Basic Academic Subjects - By Race and Gender

High school --	Race	Gender		
		Both	Male	Female
should have placed more emphasis on basic academic subjects (math, English, science, etc.)	All	79.2%	81.3%	77.7%
	White	75.8%	75.5%	76.1%
	Black	79.0%	83.0%	76.5%
	Nat Am	50.0%	50.0%	--
	Asian	75.8%	72.2%	80.0%
	Hisp.	85.4%	90.0%	82.1%

Almost 80 percent of respondents either agreed or strongly agreed that their high schools should have placed more emphasis on basic academic subjects such as math, English or science. However, respondents from different racial/ethnic and gender groups varied in their response to this statement. See Table 17 above. Hispanic male respondents most frequently agreed or strongly agreed that high school should have placed more emphasis on basic academics (90 percent). On the other hand, Asian male respondents (72.2 percent),

Table 18 - Percent of Respondents Agreeing or Strongly Agreeing That High School Should Have Placed More Emphasis on Basic Academic Subjects - By Post-Secondary School or Employment Status

High school --	Type of Post-Secondary School Attended or Employment Status	% of Resp. Agreeing or Strongly Agreeing
should have placed more emphasis on basic academic subjects (math, English, science, etc.)	Four-year college or university	79.8%
	Community or junior college	81.0%
	Trade or technical school	80.6%
	Not in school but working	74.4%
	Not in school, in the military	70.0%
	Not in school and not working	87.3%
	TOTAL*	79.4%

*This table includes responses from only 524 of the 525 respondents. It does not include one graduate who was not enrolled in school and who did not give employment status. In the 185 family member surveys, we did not ask this question.

White male and female respondents (75.5 percent and 76.1 percent) and black female respondents (76.5 percent) agreed or strongly agreed least frequently.

We looked at responses by the type of post-secondary school the graduate was attending or, if the respondent was not in school, by his or her employment status. Respondents who were not in school and not working most frequently agreed that high school should have placed more emphasis on basic academic subjects (87.3 percent). The respondents that least often agreed or strongly agreed with this were those who were in the military (70 percent). See Table 18 on page 19.

Table 19 - Percent of Respondents Agreeing or Strongly Agreeing That High School Should Have Placed More Emphasis on Vocational and Technical Programs - By Race and Gender

Percent of Respondents Agreeing or Strongly Agreeing - By Race and Gender

High school --	Race	Gender		
		Both	Male	Female
should have placed more emphasis on vocational and technical programs	All	68.6%	74.2%	64.3%
	White	57.6%	66.0%	47.8%
	Black	70.8%	76.8%	67.2%
	Nat Am	0.0%	0.0%	--
	Asian	72.7%	83.3%	60.0%
	Hisp.	72.9%	77.5%	69.6%

Nearly 70 percent of respondents either agreed or strongly agreed that their high schools should have placed more emphasis on vocational and technical programs. However, the agreement level varied by race and gender. See Table 19 above. Males agreed or

Table 20 - Percent of Respondents Agreeing or Strongly Agreeing That High School Should Have Placed More Emphasis on Voc/Tech Programs - By Post-Secondary School Type or Employment Status

High school --	Type of Post-Secondary School Attended or Employment Status	% Resp. Who Agree or Strongly Agree
should have placed more emphasis on vocational and technical programs	Four-year college or university	55.4%
	Community or junior college	67.0%
	Trade or technical school	93.5%
	Not in school but working	79.5%
	Not in school, in the military	60.0%
	Not in school and not working	80.3%
	TOTAL*	68.5%

*This table includes responses from only 524 of the 525 respondents. It does not include one graduate who was not enrolled in school and who did not give employment status. In the 185 family member surveys, we did not ask this question.

strongly agreed more frequently than females, 74.2 percent compared to 64.3 percent. Asian males most often agreed or strongly agreed with the statement (83.3 percent) followed by Hispanic and Black males (77.5 percent and 76.8 percent). Roughly two-thirds of Hispanic females, Black females and White males agreed or strongly agreed. Sixty percent of Asian females and only 47.8 percent of White females agreed with the statement.

We looked at these responses by post-secondary school type or employment status. See Table 20 on page 20. Respondents who were attending trade or technical schools most frequently agreed that high school should have placed more emphasis on vocational and technical programs (93.5 percent). The respondents that least often agreed or strongly agreed with this were those who were attending four-year colleges and universities (55.4 percent).

VI. WHO HAD INFLUENCE ON GRADUATES' FUTURE PLANS?

Graduates were asked about the amount of influence that various individuals and groups had on their post-high school plans. The survey asked, "To what degree did the following persons influence your plans for life after high school graduation?" and gave a list of persons or groups that included parents, teachers and friends. For each person or group listed, graduates had three response options: *a great deal, somewhat,* and *not at all.* See Table 21 below.

Table 21 - Influence of Various Individuals and Groups on Graduates' Plans For Life After High School Graduation - Overall

To what degree did the following persons influence your plans for life after high school graduation?

	A great deal	Somewhat	Not at all	No response
Your parents	73.5%	19.6%	5.1%	1.7%
Other relatives	31.2%	40.2%	26.1%	2.5%
School counselors	29.5%	33.5%	34.5%	2.5%
Teachers	40.0%	41.5%	16.0%	2.5%
Principal or assistant principal	13.9%	26.5%	57.0%	2.7%
Minister, priest, or rabbi, etc.	14.5%	22.3%	60.0%	3.2%
Other adults	23.8%	42.3%	31.2%	2.7%
Friends	39.4%	39.4%	18.5%	2.7%

Most graduates said they were influenced a great deal by their parents (73.5 percent). Quite a few also said that their teachers and friends influenced their plans a great deal (40.0 percent and 39.4 percent).

School counselors were not as influential. Only 29.5 percent of graduates said that they were influenced a great deal by counselors and 34.5 percent said that they were not at all influenced by school counselors. Graduates were generally not influenced by clergy or principals. Sixty percent of students said they were not at all influenced by clergy and 57.0

percent were not at all influenced by principals.

The degree of influence that graduates from different racial/ethnic and gender groups felt their parents had varied greatly. See Table 22. (Appendix M on pages 50-51 also has more detailed information.)

On the whole, female graduates more often said that their parents influenced them a great deal than males graduates (76.3 percent compared to 69.8 percent). Black females were most likely to say that they were influenced a great deal by their parents (79.2 percent) followed by Black males (77.7 percent), Hispanic females (75 percent), Asian females (73.3 percent), Hispanic males (70.0 percent) and White females (67.4 percent). White and Asian male respondents least often said that they were influenced a great deal by their parents (60.4 percent and 50 percent).

Table 22 - Influence of Various Individuals and Groups on Graduates' Plans For Life After High School Graduation - By Race and Gender

To what degree did the following persons influence your plans for life after high school graduation?

A GREAT DEAL

	Race	Gender		
		Both	Male	Female
Your parents	All	73.5%	69.8%	76.3%
	White	63.6%	60.4%	67.4%
	Black	78.6%	77.7%	79.2%
	Asian	60.6%	50.0%	73.3%
	Hisp.	72.9%	70.0%	75.0%
Other relatives	All	31.2%	30.2%	32.0%
	White	22.2%	15.1%	30.4%
	Black	37.6%	40.2%	36.1%
	Asian	21.2%	22.2%	20.0%
	Hisp.	25.0%	27.5%	23.2%
School counselors	All	29.5%	28.9%	30.0%
	White	16.2%	18.9%	13.0%
	Black	35.6%	33.9%	36.6%
	Asian	24.2%	22.2%	26.7%
	Hisp.	27.1%	32.5%	23.2%
Teachers	All	40.0%	41.3%	39.0%
	White	21.2%	26.4%	15.2%
	Black	46.8%	46.4%	47.0%
	Asian	30.3%	33.3%	26.7%
	Hisp.	41.7%	50.0%	35.7%
Friends	All	39.4%	39.6%	39.3%
	White	35.4%	32.1%	39.1%
	Black	41.0%	41.1%	41.0%
	Asian	27.3%	22.2%	33.3%
	Hisp.	42.7%	52.5%	35.7%

The influence of other relatives on graduates' plans was much lower than parents influence but also varied widely among members of different racial/ethnic and gender groups. Black males were most often influenced a great deal by other relatives (40.2 percent), followed by Black females (36.1 percent), White females (30.4 percent), Hispanic males (27.5 percent), Hispanic females (23.2 percent), Asian males (22.2 percent)

and Asian females (20 percent). White males least often said that they were influenced a great deal by other relatives (15.1 percent).

About one-third of Black female, Black male and Hispanic male graduates said that school counselors had a great deal of influence on their plans. Asian females, Hispanic females and Asian males next most frequently said that counselors influenced their plans a great deal (22-27 percent). White males and females least frequently said that counselors had a great deal of influence (18.9 percent and 13 percent).

Teachers were most influential for Hispanic males, Black females and Black males (46-50 percent). About one-third of Hispanic females and Asian males said that teachers had a great deal of influence on their plans. Over one-fourth of Asian females and White males but only 15 percent of white females said that teachers had a great deal of influence.

The influence of friends was highest for Hispanic males (52.5 percent). About 40 percent of Black males, Black females and White females said that their friends had had a great deal of influence on their plans. Roughly one-third of Hispanic females, Asian females and White males said that their friends had a great deal of influence. Asian males least frequently said that friends had influenced them a great deal (22.2 percent).

VII. CONCLUSIONS

The response rate to this survey was disappointingly low at 57.4 percent. This survey replicated the procedures used in a follow-up study of 1978 graduates that obtained a return rate of about 65 percent. We had many incorrect addresses and phone numbers and could not locate many graduates, indicating that high school graduates' mobility may be much greater now than in 1978. In addition, 45 graduates or their family members (3.9 percent of the sample) refused to participate in the survey. Considerable evidence shows that survey respondents are likely to be more successful than non-respondents. In this case, we assume that the percentage of all 1989 graduates who were employed or continuing their education is lower than the percentage of the survey respondents who were working or enrolled in school.

Almost 87 percent of the respondents indicated that they were enrolled in school, working, or in the military. Many graduates were both attending school and working. Only 5.2 percent admitted to being unemployed. Another 1.3 percent were homemakers. About 7 percent were "taking a break" or engaged in other non-specified activities. On first inspection, it appears that those students who do graduate from the Chicago Public Schools are engaged in traditionally "successful" endeavors. However, the results are tempered by the probability that many more non-respondents are not in school and not working but are unemployed or engaged in other less productive activities one year after their high school graduation.

This study highlights some major differences in outcomes between minority and non-minority graduates. Black and Hispanic males were less likely to be engaged in post-high school education and were less likely to be employed in civilian jobs than White and Asian

males and females and than Black and Hispanic females. In addition, Black male respondents entered the military twice as frequently as White or Hispanic males. In that these findings echo frequently noted achievement differences between groups of students, they are not surprising. However, they provide additional indications that the schools do not prepare all students equally well for employment and further education.

Another important finding of this study is the emphasis that many graduates placed on the importance of basic academic subjects to high school education. Almost 80 percent of all respondents and close to 90 percent of respondents who were not in school or working agreed with the statement *"High school should have placed more emphasis on basic academic subjects (math, English, science, etc.)"* In addition, when graduates were asked questions about what prepared them well and what prepared them least well for further education, they mentioned English, math and the "overall curriculum" very frequently. The graduates expressed the importance of these core courses.

Finally, the CPS graduates reported that their parents had far greater influence on their post-high school plans than any other people, including their teachers, friends and counselors. Almost 75 percent of graduates said that their parents had a great deal of influence on their plans for life after high school graduation, whereas 40 percent said their teachers had a great influence and 39 percent said their friends did. Parental influence was highest for Black respondents and was also high for Hispanic respondents and Asian and White female respondents. Black and Hispanic students also reported that their teachers influenced them to a greater degree than White and Asian students did.

APPENDICES

Appendix A - Response rates by high school type, race and gender and comparison of survey respondents to total sample

	Response Rate	# of Respondents	% of All Respondents	# in Total Sample	% of Total Sample
HIGH SCHOOL TYPE					
General	55.3%	474	66.8	857	69.3
General (Selective)	70.9%	73	10.3	103	8.3
Technical (Selective)	75.5%	74	10.4	98	7.9
Vocational	49.1%	83	11.7	169	13.7
Special Education	75.0%	6	0.8	8	0.6
Alternative	0.0%	0	0.0	2	0.2
RACE					
White	74.6%	141	19.9	189	15.3
Black	54.4%	405	57.0	745	60.2
Native American	80.0%	4	0.6	5	0.4
Asian	63.8%	37	5.2	58	4.7
Hispanic	51.3%	123	17.3	240	19.4
GENDER					
Male	58.6%	340	47.9	580	46.9
Female	56.3%	370	52.1	657	53.1

Appendix B - Response Rates of Graduates - By High School

		Total Responses			Source of Responses			
		Percent Response	Sample Size	# of Responses	Mail Surveys		Phone Interviews	
Unit	School name				1st	2nd*	Student	Parent
	TOTAL	57.4%	1237	710	136	105	285	184
1210	Amundsen	37.5%	16	6	0	1	4	1
1220	Austin	56.3%	16	9	3	1	2	3
1230	Bogan	68.4%	38	26	3	3	12	8
1240	Bowen	45.8%	24	11	0	1	7	3
1250	Calumet	33.3%	21	7	3	1	2	1
1850	Carver	54.5%	11	6	1	1	1	3
1790	Chicago Agriculture	0.0%	4	0	0	0	0	0
1800	Chicago Metro	42.9%	7	3	0	0	3	0
1010	Chicago Vocational	46.7%	45	21	7	3	6	5
1840	Clemente	58.3%	24	14	1	1	9	3
1880	Collins	60.0%	10	6	1	0	3	2
1860	Corliss	45.8%	24	11	1	1	5	4
1270	Crane	28.6%	7	2	0	0	2	0
1020	Cregier	33.3%	6	2	0	0	2	0
1820	Curie	62.5%	40	25	7	3	11	4
1030	Dunbar	57.1%	28	16	2	5	6	3
1280	DuSable	71.4%	7	5	2	0	2	1
1680	Englewood	53.3%	15	8	1	1	4	2
1300	Farragut	33.3%	18	6	1	2	1	2
1310	Fenger	62.1%	29	18	2	5	7	4
1040	Flower	20.0%	5	1	0	0	0	1
1330	Foreman	50.0%	18	9	2	0	4	3
1340	Gage Park	55.6%	9	5	1	0	0	4
1350	Harlan	50.0%	14	7	2	1	2	2
1360	Harper	45.5%	22	10	1	0	6	3
1380	Hirsch	33.3%	12	4	1	1	1	1
1670	Hubbard	80.0%	15	12	1	1	6	4
1390	Hyde Park	64.7%	34	22	2	6	7	7
1130	Industrial Skills	0.0%	2	0	0	0	0	0
1060	Jones	70.6%	17	12	2	0	8	2
1890	Juarez	58.3%	24	14	3	5	4	2
1870	Julian	78.9%	38	30	4	4	11	11
1400	Kelly	53.8%	13	7	0	1	4	2
1410	Kelvyn Park	46.7%	15	7	3	0	2	2

*7 responses to a third mailing are included in this number.

Appendix B - Response Rates of Graduates - By High School (continued)

		Total Responses			Source of Responses			
					Mail Surveys		Phone Interviews	
Unit	School name	Percent Response	Sample Size	# of Responses	1st	2nd*	Student	Parent
1420	Kennedy	46.2%	13	6	2	0	4	0
1710	Kenwood	79.2%	24	19	4	3	6	6
1760	King	63.6%	11	7	0	2	3	2
1430	Lakeview	26.7%	15	4	1	0	1	2
1440	Lane	78.1%	73	57	11	14	16	16
1910	Las Casas	50.0%	2	1	1	0	0	0
1620	Lincoln Park	55.6%	18	10	3	1	4	2
1450	Lindblom	68.0%	25	17	6	3	3	5
1460	Manley	25.0%	8	2	0	1	0	1
1470	Marshall	56.3%	16	9	1	1	5	2
1480	Mather	67.9%	28	19	4	1	8	6
1490	Morgan Park	85.2%	27	23	3	3	9	8
1050	Near North	42.9%	7	3	1	1	0	1
1830	Orr	72.7%	11	8	1	1	5	1
1510	Phillips	25.0%	12	3	0	1	2	0
1070	Prosser	16.7%	6	1	0	0	0	1
1110	Richards	42.9%	7	3	1	0	1	1
1320	Robeson	57.1%	14	8	1	2	3	2
1520	Roosevelt	60.0%	15	9	2	0	6	1
1530	Schurz	46.9%	32	15	4	3	6	2
1540	Senn	57.1%	21	12	1	3	7	1
1150	Simeon	59.3%	27	16	3	5	4	4
1550	South Shore	50.0%	14	7	3	0	3	1
1700	Southside Learning	100.0%	1	1	0	1	0	0
1650	Spalding	100.0%	3	3	1	0	1	1
1560	Steinmetz	57.1%	21	12	3	0	5	4
1570	Sullivan	56.3%	16	9	0	2	4	3
1580	Taft	69.2%	26	18	4	3	7	4
1590	Tilden	55.6%	9	5	3	0	1	1
1610	Von Steuben	72.2%	18	13	3	1	6	3
1630	Washington	81.3%	16	13	2	0	8	3
1640	Wells	31.3%	16	5	2	1	0	2
1160	Westinghouse	38.1%	21	8	4	1	2	1
1810	Whitney Young	61.8%	34	21	3	3	11	4
1930	Wilson	50.0%	2	1	1	0	0	0

*7 responses to a third mailing are included in this number.

Appendix C - Enrollment in school and employment status

ENROLLMENT IN SCHOOL AND EMPLOYMENT		Enrolled in School?											
		Both Genders				Males				Females			
		Yes		No		Yes		No		Yes		No	
Race	Employed?	#	%	#	%	#	%	#	%	#	%	#	%
All	Yes, Full-time	34	4.9	104	14.9	14	4.2	52	15.5	20	5.5	52	14.3
	Yes, Part-time	170	24.3	51	7.3	71	21.2	31	9.3	99	27.1	20	5.5
	Not Working	189	27.0	152	21.7	84	25.1	83	24.8	105	28.8	69	18.9
White	Yes, Full-time	11	7.9	31	22.1	5	6.5	13	16.9	6	9.5	18	28.6
	Yes, Part-time	45	32.1	10	7.1	26	33.8	7	9.1	19	30.2	3	4.8
	Not Working	25	17.9	18	12.9	14	18.2	12	15.6	11	17.5	6	9.5
Black	Yes, Full-time	14	3.5	54	13.6	5	2.8	26	14.6	9	4.1	28	12.8
	Yes, Part-time	89	22.5	28	7.1	30	16.9	17	9.6	59	27.1	11	5.1
	Not Working	105	26.5	106	26.8	43	24.2	57	32.0	62	28.4	49	22.5
Nat Am	Yes, Full-time	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Yes, Part-time	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Not Working	3	75.0	1	25.0	3	100.0	0	0.0	0	0.0	1	100.0
Asian	Yes, Full-time	2	5.4	2	5.4	2	10.5	2	10.5	0	0.0	0	0.0
	Yes, Part-time	10	27.0	3	8.1	5	26.3	2	10.5	5	27.8	1	5.6
	Not Working	16	43.2	4	10.8	7	36.8	1	5.3	9	50.0	3	16.7
Hisp.	Yes, Full-time	7	5.7	17	13.8	2	3.5	11	19.0	5	7.7	6	9.2
	Yes, Part-time	26	21.1	10	8.1	10	17.2	5	8.6	16	24.6	5	7.7
	Not Working	40	32.5	23	18.7	17	29.3	13	22.4	23	35.4	10	15.4

*Note that for the purposes of this table, respondents who indicated that they were in the military are combined here with those not in school and not working. See Table 10 on page 12 for respondents in the military by race and gender. This table does not include 10 respondents who did not say whether they were employed or said they were employed but did not indicate whether they worked full-time or part-time.

Appendix D - Employment status (full-time or part-time)

Respondents Working Full-Time or Part-Time							
		Gender					
		Both		Male		Female	
Race	Employment Status	#	%	#	%	#	%
All	Full-time	138	38.2	66	39.1	72	37.5
	Part-time	221	61.2	102	60.4	119	62.0
	Unknown	2	0.6	1	0.6	1	0.5
White	Full-time	42	42.9	18	34.6	24	52.2
	Part-time	55	56.1	33	63.5	22	47.8
	Unknown	1	1.0	1	1.9	0	0.0
Black	Full-time	68	36.6	31	39.7	37	34.3
	Part-time	117	62.9	47	60.3	70	64.8
	Unknown	1	0.5	0	0.0	1	0.9
Nat Am.	Full-time	--	--	--	--	--	--
	Part-time	--	--	--	--	--	--
	Unknown	--	--	--	--	--	--
Asian	Full-time	4	23.5	4	36.4	0	0.0
	Part-time	13	76.5	7	63.6	6	100.0
	Unknown	0	0.0	0	0.0	0	0.0
Hisp.	Full-time	24	40.0	13	46.4	11	34.4
	Part-time	36	60.0	15	53.6	21	65.6
	Unknown	0	0.0	0	0.0	0	0.0

Appendix E – Preparation for Future Education By College Type

What was there about your high school that prepared you well for this school?

	All schools		Comm. or junior coll.		Four-year coll. or univ.		Trade/tech. school	
	RESPONDENTS		RESPONDENTS		RESPONDENTS		RESPONDENTS	
RESPONSE CATEGORY	#	%	#	%	#	%	#	%
ENGLISH	59	18.2%	20	20.0%	33	17.1%	6	19.4%
OVERALL CURRICULUM	57	17.6%	24	24.0%	30	15.5%	3	9.7%
MATH	51	15.7%	13	13.0%	33	17.1%	5	16.1%
NOTHING	39	12.0%	15	15.0%	17	8.8%	7	22.6%
ADVANCED & COLLEGE PREP CLASSES	38	11.7%	5	5.0%	33	17.1%	0	0.0%
DISCIPLINE/STUDY SKILLS	31	9.6%	4	4.0%	27	14.0%	0	0.0%
TEACHERS	30	9.3%	8	8.0%	21	10.9%	1	3.2%
BUSINESS/VOCATIONAL EDUCATION	23	7.1%	6	6.0%	11	5.7%	6	19.4%
COMPUTERS	19	5.9%	8	8.0%	6	3.1%	5	16.1%
SCIENCE	15	4.6%	3	3.0%	10	5.2%	2	6.5%
TYPING	12	3.7%	4	4.0%	5	2.6%	3	9.7%
SOCIAL STUDIES	8	2.5%	3	3.0%	4	2.1%	1	3.2%
OTHER	7	2.2%	2	2.0%	5	2.6%	0	0.0%
COUNSELORS/GUIDANCE	7	2.2%	2	2.0%	5	2.6%	0	0.0%
SOCIAL SKILLS	7	2.2%	0	0.0%	7	3.6%	0	0.0%
SELF/FAMILY	6	1.9%	3	3.0%	3	1.6%	0	0.0%
ART	5	1.5%	2	2.0%	3	1.6%	0	0.0%
EXTRACURRICULAR ACTIVITIES	4	1.2%	3	3.0%	1	0.5%	0	0.0%
SPECIALIZED PROGRAMS	2	0.6%	0	0.0%	2	1.0%	0	0.0%
NO RESPONSE	32	9.9%	12	12.0%	16	8.3%	4	12.9%

This question was asked only of graduates who said that they were enrolled in a school in April 1990 and who answered their surveys themselves. 100 respondents were enrolled in community or junior colleges. 193 attended four-year colleges or universities. 31 attended trade or technical schools. 2 graduates who attended other types of schools are not included here.

Appendix F – Lack of Preparation for Future Education By College Type

What was there about your high school that prepared you least well for this school?

	All schools		Comm. or junior coll.		Four-year coll. or univ.		Trade/tech. school	
	RESPONDENTS		RESPONDENTS		RESPONDENTS		RESPONDENTS	
RESPONSE CATEGORY	#	%	#	%	#	%	#	%
NOTHING	62	19.1%	22	22.0%	34	17.6%	6	19.4%
MATH	29	9.0%	9	9.0%	19	9.8%	1	3.2%
OVERALL CURRICULUM	27	8.3%	11	11.0%	15	7.8%	1	3.2%
DISCIPLINE/STUDY SKILLS	26	8.0%	5	5.0%	20	10.4%	1	3.2%
PHYSICAL EDUCATION	19	5.9%	7	7.0%	10	5.2%	2	6.5%
ENGLISH	17	5.2%	3	3.0%	14	7.3%	0	0.0%
SOCIAL STUDIES	16	4.9%	6	6.0%	7	3.6%	3	9.7%
TEACHERS	15	4.6%	7	7.0%	7	3.6%	1	3.2%
OTHER	14	4.3%	3	3.0%	10	5.2%	1	3.2%
BUSINESS/VOCATIONAL EDUCATION	13	4.0%	1	1.0%	9	4.7%	3	9.7%
SCIENCE	11	3.4%	1	1.0%	10	5.2%	0	0.0%
COUNSELORS/GUIDANCE	9	2.8%	3	3.0%	5	2.6%	1	3.2%
SOCIAL SKILLS	8	2.5%	2	2.0%	6	3.1%	0	0.0%
COMPUTERS	6	1.9%	2	2.0%	3	1.6%	1	3.2%
MUSIC	4	1.2%	1	1.0%	2	1.0%	1	3.2%
FOREIGN LANGUAGE	4	1.2%	0	0.0%	3	1.6%	1	3.2%
MATERIALS/EQUIPMENT/FACIL/BOOKS	4	1.2%	1	1.0%	2	1.0%	1	3.2%
ART	2	0.6%	1	1.0%	1	0.5%	0	0.0%
ADVANCED & COLLEGE PREP CLASSES	2	0.6%	1	1.0%	1	0.5%	0	0.0%
TYPING	2	0.6%	2	2.0%	0	0.0%	0	0.0%
SPECIALIZED PROGRAMS	1	0.3%	0	0.0%	1	0.5%	0	0.0%
DRAMA	1	0.3%	0	0.0%	1	0.5%	0	0.0%
ADMINISTRATION	1	0.3%	0	0.0%	1	0.5%	0	0.0%
NO RESPONSE	77	23.8%	27	27.0%	41	21.2%	9	29.0%

This question was asked only of graduates who said that they were enrolled in a school in April 1990 and who answered their surveys themselves. 100 respondents were enrolled in community or junior colleges. 193 attended four-year colleges or universities. 31 attended trade or technical schools. 2 graduates who attended other types of schools are not included here.

Appendix G – Preparation for further education by high school type

What was there about your high school that prepared you well for this school?

RESPONSE CATEGORY	General		Selective General		Selective Technical		Vocational		Special Education	
	RESPONDENTS		RESPONDENTS		RESPONDENTS		RESPONDENTS		RESPONDENTS	
	#	%	#	%	#	%	#	%	#	%
ENGLISH	38	18.4%	5	12.2%	8	18.2%	8	25.0%	0	0.0%
OVERALL CURRICULUM	33	16.0%	12	29.3%	7	15.9%	5	15.6%	0	0.0%
MATH	39	18.9%	5	12.2%	4	9.1%	3	9.4%	0	0.0%
NOTHING	24	11.7%	2	4.9%	5	11.4%	7	21.9%	1	33.3%
ADVANCED & COLLEGE PREP CLASSES	23	11.2%	11	26.8%	4	9.1%	0	0.0%	0	0.0%
DISCIPLINE/STUDY SKILLS	15	7.3%	6	14.6%	5	11.4%	5	15.6%	0	0.0%
TEACHERS	15	7.3%	5	12.2%	5	11.4%	5	15.6%	0	0.0%
BUSINESS/VOCATIONAL EDUCATION	14	6.8%	0	0.0%	3	6.8%	6	18.8%	0	0.0%
COMPUTERS	13	6.3%	1	2.4%	3	6.8%	2	6.3%	0	0.0%
SCIENCE	9	4.4%	3	7.3%	2	4.5%	1	3.1%	0	0.0%
TYPING	8	3.9%	1	2.4%	0	0.0%	3	9.4%	0	0.0%
SOCIAL STUDIES	6	2.9%	2	4.9%	0	0.0%	0	0.0%	0	0.0%
COUNSELORS/GUIDANCE	7	3.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SOCIAL SKILLS	4	1.9%	1	2.4%	2	4.5%	0	0.0%	0	0.0%
OTHER	5	2.4%	1	2.4%	1	2.3%	0	0.0%	0	0.0%
SELF/FAMILY	4	1.9%	0	0.0%	0	0.0%	2	6.3%	0	0.0%
ART	4	1.9%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
EXTRACURRICULAR ACTIVITIES	4	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SPECIALIZED PROGRAMS	1	0.5%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
NO RESPONSE	22	10.7%	0	0.0%	7	15.9%	3	9.4%	2	66.7%

This question was asked only of graduates who said that they were enrolled in a school in April 1990 and who answered their surveys themselves. 206 respondents had attended general high schools. 41 had gone to selective general high schools. 44 were from selective technical high schools. 32 had attended vocational high schools. 3 were from special education high schools.

Appendix G – Preparation for further education by high school type (continued)

What was there about your high school that prepared you least well for this school?

	General		Selective General		Selective Technical		Vocational		Special Education	
	RESPONDENTS		RESPONDENTS		RESPONDENTS		RESPONDENTS		RESPONDENTS	
RESPONSE CATEGORY	#	%	#	%	#	%	#	%	#	%
NOTHING	47	22.8%	6	14.6%	6	13.6%	3	9.4%	1	33.3%
MATH	14	6.8%	1	2.4%	7	15.9%	7	21.9%	0	0.0%
OVERALL CURRICULUM	14	6.8%	4	9.8%	3	6.8%	5	15.6%	1	33.3%
DISCIPLINE/STUDY SKILLS	16	7.8%	5	12.2%	4	9.1%	1	3.1%	0	0.0%
PHYSICAL EDUCATION	11	5.3%	5	12.2%	1	2.3%	2	6.3%	0	0.0%
ENGLISH	9	4.4%	2	4.9%	1	2.3%	5	15.6%	0	0.0%
SOCIAL STUDIES	11	5.3%	1	2.4%	1	2.3%	3	9.4%	0	0.0%
TEACHERS	9	4.4%	2	4.9%	2	4.5%	2	6.3%	0	0.0%
OTHER	9	4.4%	4	9.8%	1	2.3%	0	0.0%	0	0.0%
BUSINESS/VOCATIONAL EDUCATION	7	3.4%	1	2.4%	3	6.8%	2	6.3%	0	0.0%
SCIENCE	3	1.5%	2	4.9%	5	11.4%	1	3.1%	0	0.0%
COUNSELORS/GUIDANCE	5	2.4%	2	4.9%	1	2.3%	1	3.1%	0	0.0%
SOCIAL SKILLS	3	1.5%	2	4.9%	3	6.8%	0	0.0%	0	0.0%
COMPUTERS	3	1.5%	1	2.4%	1	2.3%	1	3.1%	0	0.0%
MUSIC	3	1.5%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
FOREIGN LANGUAGE	2	1.0%	2	4.9%	0	0.0%	0	0.0%	0	0.0%
MATERIALS/EQUIPMENT/FACIL/BOOKS	1	0.5%	1	2.4%	0	0.0%	2	6.3%	0	0.0%
ART	2	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
ADVANCED & COLLEGE PREP CLASSES	2	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TYPING	2	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SPECIALIZED PROGRAMS	1	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DRAMA	0	0.0%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
ADMINISTRATION	0	0.0%	0	0.0%	1	2.3%	0	0.0%	0	0.0%
NO RESPONSE	51	24.8%	5	12.2%	14	31.8%	7	21.9%	1	33.3%

This question was asked only of graduates who said that they were enrolled in a school in April 1990 and who answered their surveys themselves. 206 respondents had attended general high schools. 41 had gone to selective general high schools. 44 were from selective technical high schools. 32 had attended vocational high schools. 3 were from special education high schools.

Appendix H – Preparation for Employment

What was there about your high school that prepared you well for this job?

RESPONSE CATEGORY	RESPONDENTS #	%
NOTHING	101	34.7%
MATH	26	8.9%
BUSINESS/VOCATIONAL EDUCATION	23	7.9%
DISCIPLINE/STUDY SKILLS	20	6.9%
ENGLISH	20	6.9%
SOCIAL SKILLS	20	6.9%
COMPUTERS	17	5.8%
WORK PROGRAM/WORK-STUDY	15	5.2%
TYPING	14	4.8%
OTHER	6	2.1%
OVERALL CURRICULUM	6	2.1%
ACCOUNTING	4	1.4%
TEACHERS	4	1.4%
EXTRACURRICULAR ACTIVITIES	2	0.7%
SOCIAL STUDIES	2	0.7%
ADVANCED & COLLEGE PREP CLASSES	1	0.3%
ART	1	0.3%
DRAMA	1	0.3%
MATERIALS/EQUIPMENT/FACIL/BOOKS	1	0.3%
PHYSICAL EDUCATION	1	0.3%
SCIENCE	1	0.3%
MYSELF/MY FAMILY	1	0.3%
NO RESPONSE	52	17.9%

Appendix I – Lack of Preparation for Employment

What was there about your high school that prepared you least well for this job?

RESPONSE CATEGORY	RESPONDENTS #	%
NOTHING	110	37.8%
OTHER	16	5.5%
SOCIAL SKILLS	8	2.7%
OVERALL CURRICULUM	7	2.4%
PHYSICAL EDUCATION	6	2.1%
SCIENCE	6	2.1%
SOCIAL STUDIES	6	2.1%
COMPUTERS	4	1.4%
ART	3	1.0%
BUSINESS/VOCATIONAL EDUCATION	3	1.0%
DISCIPLINE/STUDY SKILLS	3	1.0%
FOREIGN LANGUAGE	3	1.0%
MATH	3	1.0%
TEACHERS	3	1.0%
ADMINISTRATION	1	0.3%
DRAMA	1	0.3%
ENGLISH	1	0.3%
GEOGRAPHY	1	0.3%
MATERIALS/EQUIPMENT/FACIL/BOOKS	1	0.3%
MUSIC	1	0.3%
NO RESPONSE	114	39.2%

These two questions were asked only of graduates who said that they were employed in April 1990 and who answered their surveys themselves. There were 291 responding graduates who were employed.

Appendix J - Examples of Graduate Responses to Preparation Questions

The following response categories give examples of graduates' responses to questions about preparation for school and work. Some of the responses below may have also been coded under one or more additional response categories. The examples below are only from the most common response categories.

WHAT WAS THERE ABOUT YOUR HIGH SCHOOL THAT PREPARED YOU WELL FOR THIS SCHOOL?

Advanced and College Prep Classes

"A.P. Calculus that I took in high school helped me a lot for better understanding of math in college." *Graduate of a general high school who was attending the University of Illinois at Chicago full-time and not working in April 1990.*

"The A.P. classes were a tremendous help. They provided a challenge similar to that which one faces at a 4 year university." *Graduate of a general high school who was attending Northern Illinois University full-time and working part-time for N.I.U. Food Service in April 1990.*

"Some of the courses were advanced to college levels and senior year they really prepared you." *Graduate of a selective high school who was attending Southern Illinois University full-time and not working April 1990.*

Business and Vocational Education

"The vocational skills that I learned such as data processing, typing, math." *Graduate of a vocational high school who was attending Olive Harvey College part-time and working full-time as a "telecommunicator" for a department store in April 1990.*

"Technical classes - drafting especially." *Graduate of a selective high school who was attending the University of Illinois at Chicago full-time and working part-time for a lumberyard in April 1990.*

"Their nursing program." *Graduate of a general high school who was attending the University of Illinois at Chicago full-time and not working in April 1990.*

"My Foodservice and Hospitality classes." *Graduate of a general high school who was attending the Lexington Institute full-time and working full-time at the Chicago Public Library in April 1990.*

Computers

"Graphic arts printing, offset printing and also I know how to work computers (like Tandy and graphic art computers.)" *Graduate of a vocational high school who was attending Triton College full-time and not working in April 1990.*

"Business, typing and computer classes." *Graduate of a general high school who was attending Robert Morris College full-time and working part-time as a sales clerk in a card shop in April 1990.*

"Good advice from teachers. A good computer background." *Graduate of a general high school who was attending Northeastern Illinois University full-time and working part-time for Northeastern in April 1990.*

"I loved computers in high school, that made me learn to love it at Devry." *Graduate of a selective high school who was attending Devry Institute of Technology full-time and not working in April 1990.*

Discipline/Study Skills

"Getting homework from every teacher." *Graduate of a general high school who was attending Daley College full-time and working part-time as a package handler for a package delivery service in April 1990.*

"Disciplinary rules, teachers, counselors, classes like creative writing, and honors classes." *Graduate of a general high school who was attending the Tuskegee Institute full-time and not working in April 1990.*

"Math classes, attendance (being on time for school)." *Graduate of a general high school who was attending Kentucky State University full-time and working as a part-time clerk for Kentucky State University in April 1990.*

"The tardiness slips...If you got so many you would be dropped from that class so that taught me to be on time." *Graduate of a general high school who was attending Harold Washington College part-time and working part-time as a telemarketer for a non-profit organization in April 1990.*

English

"My English teachers and basically all of the courses I took in high school." *Graduate of a vocational high school who was attending Harold Washington College full-time and working part-time as a cashier at a fast food chain in April 1990.*

"My English. Since I'm foreign, high school was the fastest way to learn, but I still have problems with it." *Graduate of a general high school who was attending Northwestern Business College, Inc. full-time and working part-time as a manicurist in April 1990.*

"My English teacher, my social studies teacher." *Graduate of a general high school who was attending Daley College full-time and working part-time in food prep for a food service company in April 1990.*

"Journalism." *Graduate of a general high school who was attending Columbia College of Chicago full-time and working part-time as a cashier in a grocery store in April 1990.*

"I had some wonderful English teachers who taught me to think, as well as a very caring division teacher. Shop classes were good too." *Graduate of a selective high school who was attending Northwestern University full-time and working part-time as a switchboard operator in April 1990.*

"Creative writing prepared me well for English 101 and 102." *Graduate of a selective high school who was attending Western Illinois University full-time and not working in April 1990.*

"Developed writing skills." *Graduate of a general high school who was attending Northeastern Illinois University full-time and working part-time as a cashier at a drug store chain in April 1990.*

Math

"All my math courses, my A.P. English course senior year, and my volleyball skills." *Graduate of a general high school who was attending Daley College full-time and working full-time as a restaurant manager in April 1990.*

"The academics such as English, math, and science." *Graduate of a vocational high school who was attending the University of Illinois at Urbana full-time and not working in April 1990.*

"Even though math and science were high school requirements, I would have liked if they were emphasized even more." *Graduate of a general high school who was attending Wright College full-time and not working in April 1990.*

"Math and science courses." *Graduate of a general high school who was attending Luther College (Iowa) full-time and working part-time in the school cafeteria in April 1990.*

"Okay math program." *Graduate of a selective high school who was attending Reed College (Oregon) full-time and not working in April 1990.*

"The only thing that prepared me well for college was in the area of mathematics." *Graduate of a general high school who was attending the University of Illinois at Chicago full-time and not working in April 1990.*

Nothing

"Nothing at all. Hard work, determination, and self discipline prepared me for college." *Graduate of a vocational high school who was attending the University of Arkansas full-time and not working in April 1990.*

"High school didn't prepare me for college at all. It's a whole new experience." *Graduate of a vocational high school who was attending Olive Harvey College full-time and working part-time as a receiver at a department store in April 1990.*

"Unfortunately, nothing." *Graduate of a general high school who was attending the University of Iowa full-time and not working in April 1990.*

"High school didn't prepare me well enough for college." *Graduate of a general high school who was attending Daley College full-time and working part-time as a grocery store clerk in April 1990.*

Overall Curriculum

"Math, Science, English, Foreign Language all helped. [My high school] prepared me for a lot of study and hard work." *Graduate of a selective high school who was attending University of Illinois at Urbana full-time and not working in April 1990.*

"The overall curriculum. The minimum course requirements in addition to optional courses I enrolled in helped prepare me adequately." *Graduate of a selective high school who was attending University of Illinois at Chicago full-time and working part-time, for himself doing 'odd jobs' in April 1990.*

"Good academic program, it was well rounded." *Graduate of a selective high school who was attending Eastern Illinois University full-time and working part-time as a secretary in April 1990.*

"The intense demand for excellence in all activities." *Graduate of a selective high school who was attending Northern Illinois University full-time and not working in April 1990.*

"The computer skills needed and the general education courses." *Graduate of a general high school who was attending Robert Morris College full-time and working part-time as a cashier in April 1990.*

"All courses taken in high school, especially typing." *Graduate of a general high school who was attending Northern Illinois University full-time and not working in April 1990.*

"Strong strict teachers that would not have taken a late assignment and great selection of courses." *Graduate of a general high school who was attending Clark Atlanta University full-time and not working in April 1990.*

Science

"A.P. Calculus, A.P. Chemistry, A.P. United States History." *Graduate of a general high school who was attending University of Illinois at Urbana full-time and not working in April 1990.*

"Writing skills and the theory of knowledge and biology classes. International Baccalaureate classes." *Graduate of a general selective high school who was attending the University of Chicago full-time and working part-time as a telephone fundraiser for the University of Chicago in April 1990.*

"Physics and Math." *Graduate of a selective high school who was attending Devry Institute of Technology full-time and not working in April 1990.*

Teachers

"A well prepared group of teachers and good study habits." *Graduate of a vocational high school who was attending Chicago State University full-time and not working in April 1990.*

"The teachers that I worked with during my years there." *Graduate of a vocational high school who was attending University of Illinois at Urbana full-time and not working in April 1990.*

"The teachers. They really cared about you and what happens to you." *Graduate of a vocational high school who was attending Triton Junior College full-time and working part-time doing customer service data entry in April 1990.*

"Excellent teachers who actually cared." *Graduate of a general high school who was attending University of Illinois at Urbana full-time and not working in April 1990.*

Typing

"Computer and typing class." *Graduate of a general high school who was attending Wright College part-time and not working in April 1990.*

"Typing, computer classes, algebra, and trig." *Graduate of a selective high school who was attending University of Illinois at Urbana full-time and not working in April 1990.*

WHAT WAS THERE ABOUT YOUR HIGH SCHOOL THAT PREPARED YOU LEAST WELL FOR THIS SCHOOL?

Business and Vocational Education

"Elective classes I didn't need (drafting)." *Graduate of a general high school who was attending University of Illinois at Urbana full-time and not working in April 1990.*

"Not enough technical courses." *Graduate of a selective high school who was attending Devry Institute of Technology full-time and not working in April 1990.*

"No discipline, no students were serious about school." *Graduate of a general high school who was attending University of Illinois at Urbana full-time and not working in April 1990.*

"Because my high school classes were not very challenging for the most part, I lacked some very much needed study skills." *Graduate of a selective high school who was attending University of Illinois at Chicago full-time and working part-time as a bank teller in April 1990.*

"Most of the teachers were too lenient. They expected too little which resulted in mediocrity, at best, from the students." *Graduate of a general high school who was attending Northern Illinois University full-time and working part-time as a food service employee at N.I.U in April 1990.*

English

"English. I was very unprepared for the English classes in college." *Graduate of a general high school who was attending Wright College part-time and not working in April 1990.*

"The English classes at [my high school] are horrible. I never had to read a novel or story and when I reached college this struck as a problem since books are required to be read in as short a period as two days." *Graduate of a general high school who was attending Depaul University full-time and working part-time as a secretary in April 1990.*

"The least thing I was prepared for was the amount of writing that is required." *Graduate of a general high school who was attending Illinois State University part-time and working part-time as a cook's helper for a food service company in April 1990.*

Math

"Not enough math - I took algebra, geometry, and algebra 2, and trigonometry. But it still wasn't enough." *Graduate of a selective high school who was attending University of Illinois at Chicago full-time and working part-time as an office aide at the University in April 1990.*

"My math classes (algebra, geometry) didn't prepare me for college." *Graduate of a general high school who was attending Robert Morris College full-time and working part-time as a secretary in April 1990.*

"Inadequate math training." *Graduate of a selective high school who was attending the University of Chicago full-time and working part-time in the intramural sports department in April 1990.*

Nothing

"Honestly, nothing." *Graduate of a vocational high school who was attending Harold Washington College full-time and working part-time as a cashier at McDonald's in April 1990.*

"Nothing." *Graduate of a vocational high school who was attending Chicago Sate University full-time and not working in April 1990.*

"I cannot think of anything right now." *Graduate of a general high school who was attending Southern Illinois University full-time and not working in April 1990.*

"It is basically everything I took that helped me out a lot. Everything I took in high school I had to take it again in college except it was a higher level." *Graduate of a general high school who was attending Northeastern Illinois University full-time and working part-time as and office aide in April 1990.*

"Nothing." *Graduate of a general high school who was attending Devry Institute of Technology full-time and not working in April 1990.*

"My school, or any other school, prepares you for truck driving school." *Graduate of a general high school who was attending Chicago Truck Driving School part-time and working part-time as an unloader for United Parcel Service in April 1990.*

Other

"The study halls. They were very noisy so you couldn't get anything done. In college they're very quiet and it takes some getting used to." *Graduate of a general high school who was attending Northeastern Illinois University part-time and working full-time as a cashier in April 1990.*

"A.C.T. and standard testing." *Graduate of a selective high school who was attending Livingston College full-time and working part-time as a mail carrier for the college in April 1990.*

Overall Curriculum

"The teachers, the whole educational theme of high school did not prepare me." *Graduate of a vocational high school who was attending Olive Harvey College full-time and working part-time as a receiver for T.J. Maxx in April 1990.*

"The classes I had taken." *Graduate of a general high school who was attending Daley College full-time and working part-time as a grocery clerk in April 1990.*

"Everything that [my school] didn't have and it had nothing." *Graduate of a general high school who was attending Harold Washington College part-time and not working in April 1990.*

"Mostly everything that was presented in high school was of no use for the atmosphere at the university." *Graduate of a general high school who was attending University of Illinois at Chicago full-time and not working in April 1990.*

Physical Education

"Physical education. I don't feel that it was needed for all four years of high school." *Graduate of a vocational high school who was attending Robert Morris College full-time and not working in April 1990.*

"Gym classes that are required." *Graduate of a selective high school who was attending Loyola University full-time and not working in April 1990.*

Social Studies

"Humanitarian subjects for example history, sociology, etc..." *Graduate of a general high school who was attending Northeastern Illinois University full-time and working part-time for the university in April 1990.*

"ESL programs and social science classes did not really help me." *Graduate of a general high school who was attending University of Illinois at Chicago full-time and not working in April 1990.*

Teachers

"Teachers didn't take individual time with students to help if they didn't understand. You either got it the first time or you didn't. But college teachers spend time with the students." *Graduate of a general high school who was attending Harold Washington College part-time and working part-time as a telemarketer in April 1990.*

"The lack of respect that students had for teachers and the school, the lack of respect that teachers showed the students who deserved it." *Graduate of a general high school who was attending Northwestern Business College, Inc. part-time and working full-time as a reservationist for a travel agency in April 1990.*

WHAT WAS THERE ABOUT YOUR HIGH SCHOOL THAT PREPARED YOU WELL FOR THIS JOB?

Business and Vocational Education

"My business classes helped me." *Graduate of a vocational high school who was attending Kennedy King College full-time and working part-time as a secretary for the college in April 1990.*

"I knew how to type and use an adding machine. The vocational training paid off." *Graduate of a vocational high school who was attending East-West University full-time and working part-time as a customer service associate for Montgomery Ward in April 1990.*

"Occupational preparatory classes." *Graduate of a general high school who was attending Robert Morris College full-time and working part-time as secretary/file clerk for a real estate office in April 1990.*

"Business management, typing, secretarial occupation, work study, Cobol and data processing." *Graduate of a general high school who was attending Northeastern Illinois University full-time and working part-time as a receptionist for an insurance company in April 1990.*

Discipline/Study Skills

"[My high school] gave me good interpersonal skills. I also learned discipline at [my high school] which helped me advance quickly at my job to higher positions. (2 raises achieved in 6 months.)" *Graduate of a selective high school who was attending Moody Bible Institute full-time and working part-time as a teleresearcher in April 1990.*

"How to be respected and to respect and to be on time. Also to get along with others. Computers and reading." *Graduate of a general high school who was not attending school, working full-time as a teleoperator in April 1990.*

"My teachers would always talk about the real world and responsibilities and they taught their students what to do and expect on and off the job." *Graduate of a general high school who was attending Olive Harvey College full-time and working part-time as a sales person in April 1990.*

English

"The English classes and being articulate when you speak to others." *Graduate of a selective high school who was attending Wright College part-time and working full-time as an interviewer/typist for a market research company in April 1990.*

"Typing, composition." *Graduate of a general high school who was not attending school, working part-time as a dental receptionist in April 1990.*

"Somewhat computers and verbal communications skills in English classes." *Graduate of a general high school who was attending Daley College part-time and working full-time for the Chicago Clergy Association in April 1990.*

Math

"Math class and my information processing class." *Graduate of a vocational high school who was attending Harold Washington College full-time and working part-time as a cashier at McDonald's in April 1990.*

"Having math classes such as algebra, geometry, etc. Also having been in the work study program at [my high school]." *Graduate of a general high school who was not attending school, working full-time as a cashier in April 1990.*

"Math." *Graduate of a general high school who was not attending school, working full-time as a cashier at Kentucky Fried Chicken in April 1990.*

Nothing

"Nothing." *Graduate of a vocational high school who was attending University of Illinois at Chicago full-time and working part-time as an usher at the university in April 1990.*

"Nothing prepared me for my job." *Graduate of a general high school who was attending Daley College full-time and working part-time as a grocery clerk in April 1990.*

"Not one thing." *Graduate of a selective high school who was not attending school. Working full-time as a bank teller in April 1990.*

"Nothing really. You don't need to know anything really from school for this job." *Graduate of a general high school who was not attending school. Working part-time as a parceller for a grocery store in April 1990.*

"Nothing." *Graduate of a general high school who was not attending school, working full-time as a housekeeper at Motel 6 in April 1990.*

"There was nothing relevant." *Graduate of a general high school who was not attending school. Working full-time as a busboy/waiter for a hotel in April 1990.*

Social Skills

"Working with people and learning things about them." *Graduate of a general high school who was attending Kahoma College full-time and working part-time as a stock person for a grocery store in April 1990.*

"Learning to talk to down to earth teachers and not be afraid to ask questions." *Graduate of a selective high school who was attending the University of Illinois at Chicago full-time and working part-time as an office aide for the University in April 1990.*

"Since I attended an ethnically diverse high school, I learned to deal with many kinds of people." *Graduate of a selective high school who was attending the University of Illinois at Chicago full-time and working part-time as a bank teller in April 1990.*

"The study of English, math and basically dealing with people." *Graduate of a general high school who was not attending school. Working full-time as a security officer for a security firm in April 1990.*

WHAT WAS THERE ABOUT YOUR HIGH SCHOOL THAT PREPARED YOU LEAST WELL FOR THIS JOB?

Nothing

"Nothing." *Graduate of a vocational high school who was attending the University of Illinois at Chicago full-time and working part-time as an usher for the U.I.C. Pavillion in April 1990.*

"Well, everything I learned at [my high school] I am using now, so everything was useful." *Graduate of a vocational high school who was not attending school. Working full-time as a clerk for a bank in April 1990.*

"Cannot think of anything." *Graduate of a general high school who was attending Robert Morris College full-time and working part-time as a sales clerk in a card shop in April 1990.*

"N/A" *Graduate of a selective high school who was attending the University of Chicago full-time and working part-time as a caller for a university telephone fundraising drive in April 1990.*

"There wasn't really anything that prepared me least for my job." *Graduate of a general high school who was attending Olive Harvey College full-time and working part-time as a salesperson in April 1990.*

Other

"Lunch periods." *Graduate of a general high school who was not attending school. Working part-time at McDonalds in April 1990.*

"The administration was very uncooperative about letting students leave campus during 9th period to go to work." *Graduate of a selective high school who was attending Northwestern University full-time and working part-time as a switchboard operator in April 1990.*

"No matter how well prepard you may be, nothing ever prepares you for dealing with difficult, obnoxious customers." *Graduate of a general high school who was attending Northeastern Illinois University part-time and working full-time as a cashier in April 1990.*

"My job demands a lot physically from me; high school didn't." *Graduate of a general high school who was attending South Suburban College full-time and working full-time as a laborer in April 1990.*

Overall Curriculum

"Everything." *Graduate of a selective high school who was attending Illinois Institute of Technology full-time and working part-time as a manager at a 7-Eleven in April 1990.*

"Everything. [My high school] prepares you for college and not the working world." *Graduate of a selective high school who was not attending school, working full-time as a drive in teller in April 1990.*

Physical Education

"History, Spanish, and Gym." *Graduate of a general high school who was not attending school, working full-time as a cosmetician at Walgreen's in April 1990.*

Science

"The studies of history, science, and art." *Graduate of a general high school who was not attending school, working full-time as a security officer in April 1990.*

"Spanish, biology and chemistry." *Graduate of a general high school who was attending Robert Morris College full-time and working part-time as a file clerk in April 1990.*

Social Skills

"The school's poor social environment." *Graduate of a general high school who was not attending school, working full-time as a cashier/sales person in April 1990.*

"Students should have to do more speeches in English to prepare them to deal with the public without being nervous." *Graduate of a selective high school who was not attending school, working full-time as a customer assistant/cashier/stock person in April 1990.*

"I think it was the fact that I was very quiet during high school years and no one really helped me get through it. Naturallly when I started working on campus at college I didn't know how to deal with people." *Graduate of a general high school who was attending Northeastern Illinois University full-time and working part-time as an office aide at the Univerisity in April 1990.*

Social Studies

"Home economics, U.S. History." *Graduate of a general high school who was not attending school, working full-time as a file clerk in April 1990.*

"History." *Graduate of a general high school who was not attending school, working full-time as a dental receptionist in April 1990.*

Appendix K – Job categories based on job duties and industry/field

JOB CATEGORIES BASED ON JOB DUTIES	All Employed Respondents		Enrl in School? Yes		No	
	#	%	#	%	#	%
CASHIER/TELLER/HOSTESS/WAITPERSON	86	23.8%	44	21.5%	42	26.9%
SECRETARIAL/CLERICAL	68	18.8%	45	22.0%	23	14.7%
STOCK CLERK/LOADER/BAGGER	42	11.6%	18	8.8%	24	15.4%
SALES/CUSTOMER SERVICE	34	9.4%	22	10.7%	12	7.7%
ASSISTANT MANAGER/MANAGER	15	4.2%	8	3.9%	7	4.5%
TRADESWORK/MANUAL LABOR	14	3.9%	5	2.4%	9	5.8%
KITCHEN (COOK, DISWASHER, ETC.)	13	3.6%	10	4.9%	3	1.9%
CLEANING SERVICE/JANITORIAL	12	3.3%	3	1.5%	9	5.8%
BEAUTY/HEALTH/CHILDCARE	11	3.0%	8	3.9%	3	1.9%
SECURITY/USHER/PARKING ATTENDANT	9	2.5%	4	2.0%	5	3.2%
LIBRARY AIDE/LIBRARIAN	7	1.9%	7	3.4%	0	0.0%
OTHER OR UNKNOWN	50	13.9%	31	15.1%	19	12.2%
TOTALS	361	100.0%	205	100.0%	156	100.0%

JOB CATEGORIES BASED ON INDUSTRY/FIELD	All Employed Respondents		Enrl in School? Yes		No	
	#	%	#	%	#	%
RETAIL STORE	54	15.0%	31	15.1%	23	14.7%
FAST FOOD/REST/BAR/FOOD SERVICE	48	13.3%	27	13.2%	21	13.5%
COLLEGE/UNIV (OFFICES, FOOD SERV)	35	9.7%	35	17.1%	0	0.0%
GROCERY/CONVENIENCE FOOD STORE	31	8.6%	18	8.8%	13	8.3%
PRIVATE SECTOR OFFICE	26	7.2%	16	7.8%	10	6.4%
NON-PROFIT ORG/MUSEUM/ZOO/CHURCH	13	3.6%	6	2.9%	7	4.5%
DELIVERY/MESSENGER SERVICE	12	3.3%	6	2.9%	6	3.8%
BANK	11	3.0%	7	3.4%	4	2.6%
CONSTR/MANUFACTURING/FACTORY	11	3.0%	6	2.9%	5	3.2%
GOVERNMENT	9	2.5%	8	3.9%	1	0.6%
PHYSICIAN/HOSPITAL/MEDICAL SERVICES	8	2.2%	4	2.0%	4	2.6%
SERVICE	7	1.9%	4	2.0%	3	1.9%
HOTEL	6	1.7%	1	0.5%	5	3.2%
AIRLINE	4	1.1%	0	0.0%	4	2.6%
OTHER RETAIL (AUTO DEALERS, LUMBER)	4	1.1%	2	1.0%	2	1.3%
SECURITY FIRM	4	1.1%	1	0.5%	3	1.9%
OTHER OR UNKNOWN	78	21.6%	33	16.1%	45	28.8%
TOTALS	361	100.0%	205	100.0%	156	100.0%

Appendix L - Primary Job Codes - Examples of Jobs in Each Category

Assistant Manager/Manager: Manager of a grocery store; Jewelry Manager of a discount department store; Outlet Coordinator for a ticket sales outlet; Supervisor at a restaurant; Crew Trainer in a fast food chain.

Beauty/Health/Childcare: Medical Assistant, Manicurist, Pharmacy Technician, Day Care Center Teacher, Nurses Aide.

Cashier/Teller/Hostess/Waitperson: Managing Waitperson, Cashier at a fast food chain, Cashier at a department store, Hostess and Cashier, Bank Teller, Food Runner, Service Desk Person at a grocery store.

Cleaning Service/Janitorial: Housekeeper at a motel, Porter at a car dealership, Maintenance Custodian, Aircraft Cleaner, Janitor.

Kitchen (Cook, Dishwasher, etc.): Dishwasher, Grill Cook, Lunchroom assistant at school cafeteria, Baker, Cook's Help.

Library Aide/Librarian: Librarian, Library Page, Library Aide.

Sales/Customer Service: Customer Service Associate at a department store, Telemarketer, Retail Salesman at a hardware store, Insurance Salesman, Sales Representative at a department store, Sales Agent at a ticket sales outlet.

Secretarial/Clerical: Office Clerk, Remittance Operator, Secretary, File Clerk, Data Entry Clerk, Clerk-Typist, Certified Medical Secretary, Record Librarian, Receptionist, Desk Clerk, Switchboard Operator, Bookkeeping Clerk, Reservationist, Dispatch Clerk.

Security/Usher/Parking Attendant: Security Officer, Parking Attendant, Usher, Patrolman.

Stock Clerk/Loader/Bagger: Shipping and Receiving Clerk, Warehouse worker, Truck Loader, Stock Clerk, Package Handler, Bagger, Unloader, Storeroom Clerk, Grocery Clerk, Produce Clerk.

Tradeswork/Manual Labor: Construction Bricklayer, Mechanic, Landscaping Aide, Electrician, Asbestos Remover, Factory Worker, Self-employed Carpenter/Painter/Landscaper.

Appendix M – Who Had Influence on Graduates' Future Plans?

To what degree did the following persons influence your plans for life after high school graduation?

		A GREAT DEAL						SOMEWHAT						NOT AT ALL						NO RESPONSE					
	Gender	Both		Male		Female		Both		Male		Female		Both		Male		Female		Both		Male		Female	
	Race	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Your parents	All	386	73.5%	157	69.8%	229	76.3%	103	19.6%	46	20.4%	57	19.0%	27	5.1%	16	7.1%	11	3.7%	9	1.7%	6	2.7%	3	1.0%
	White	63	63.6%	32	60.4%	31	67.4%	27	27.3%	16	30.2%	11	23.9%	9	9.1%	5	9.4%	4	8.7%	0	0.0%	0	0.0%	0	0.0%
	Black	232	78.6%	87	77.7%	145	79.2%	49	16.6%	16	14.3%	33	18.0%	6	2.0%	3	2.7%	3	1.6%	8	2.7%	6	5.4%	2	1.1%
	NatAm	1	50.0%	1	50.0%			1	50.0%	1	50.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%		
	Asian	20	60.6%	9	50.0%	11	73.3%	7	21.2%	4	22.2%	3	20.0%	5	15.2%	5	27.8%	0	0.0%	1	3.0%	0	0.0%	1	6.7%
	Hisp.	70	72.9%	28	70.0%	42	75.0%	19	19.8%	9	22.5%	10	17.9%	7	7.3%	3	7.5%	4	7.1%	0	0.0%	0	0.0%	0	0.0%
Other relatives	All	164	31.2%	68	30.2%	96	32.0%	211	40.2%	86	38.2%	125	41.7%	137	26.1%	63	28.0%	74	24.7%	13	2.5%	8	3.6%	5	1.7%
	White	22	22.2%	8	15.1%	14	30.4%	37	37.4%	23	43.4%	14	30.4%	39	39.4%	22	41.5%	17	37.0%	1	1.0%	0	0.0%	1	2.2%
	Black	111	37.6%	45	40.2%	66	36.1%	126	42.7%	41	36.6%	85	46.4%	50	16.9%	20	17.9%	30	16.4%	8	2.7%	6	5.4%	2	1.1%
	NatAm	0	0.0%	0	0.0%			2	100.0%	2	100.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%		
	Asian	7	21.2%	4	22.2%	3	20.0%	9	27.3%	4	22.2%	5	33.3%	16	48.5%	10	55.6%	6	40.0%	1	3.0%	0	0.0%	1	6.7%
	Hisp.	24	25.0%	11	27.5%	13	23.2%	37	38.5%	16	40.0%	21	37.5%	32	33.3%	11	27.5%	21	37.5%	3	3.1%	2	5.0%	1	1.8%
School counselors	All	155	29.5%	65	28.9%	90	30.0%	176	33.5%	74	32.9%	102	34.0%	181	34.5%	78	34.7%	103	34.3%	13	2.5%	8	3.6%	5	1.7%
	White	16	16.2%	10	18.9%	6	13.0%	24	24.2%	14	26.4%	10	21.7%	57	57.6%	28	52.8%	29	63.0%	2	2.0%	1	1.9%	1	2.2%
	Black	105	35.6%	38	33.9%	67	36.6%	106	35.9%	42	37.5%	64	35.0%	75	25.4%	25	22.3%	50	27.3%	9	3.1%	7	6.3%	2	1.1%
	NatAm	0	0.0%	0	0.0%			2	100.0%	2	100.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%		
	Asian	8	24.2%	4	22.2%	4	26.7%	10	30.3%	4	22.2%	6	40.0%	14	42.4%	10	55.6%	4	26.7%	1	3.0%	0	0.0%	1	6.7%
	Hisp.	26	27.1%	13	32.5%	13	23.2%	34	35.4%	12	30.0%	22	39.3%	35	36.5%	15	37.5%	20	35.7%	1	1.0%	0	0.0%	1	1.8%
Teachers	All	210	40.0%	93	41.3%	117	39.0%	218	41.5%	85	37.8%	133	44.3%	84	16.0%	40	17.8%	44	14.7%	13	2.5%	7	3.1%	6	2.0%
	White	21	21.2%	14	26.4%	7	15.2%	52	52.5%	24	45.3%	28	60.9%	25	25.3%	15	28.3%	10	21.7%	1	1.0%	0	0.0%	1	2.2%
	Black	138	46.8%	52	46.4%	86	47.0%	120	40.7%	43	38.4%	77	42.1%	28	9.5%	11	9.8%	17	9.3%	9	3.1%	6	5.4%	3	1.6%
	NatAm	1	50.0%	1	50.0%			1	50.0%	1	50.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%		
	Asian	10	30.3%	6	33.3%	4	26.7%	14	42.4%	6	33.3%	8	53.3%	8	24.2%	6	33.3%	2	13.3%	1	3.0%	0	0.0%	1	6.7%
	Hisp.	40	41.7%	20	50.0%	20	35.7%	31	32.3%	11	27.5%	20	35.7%	23	24.0%	8	20.0%	15	26.8%	2	2.1%	1	2.5%	1	1.8%

(This table is continued on the following page.)

Appendix M – Who Had Influence on Graduates' Future Plans? (continued)

To what degree did the following persons influence your plans for life after high school graduation?

		A GREAT DEAL						SOMEWHAT						NOT AT ALL						NO RESPONSE					
	GENDE	Both		Male		Female		Both		Male		Female		Both		Male		Female		Both		Male		Female	
	RACE	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Principal or	All	73	13.9%	36	16.0%	37	12.3%	139	26.5%	54	24.0%	85	28.3%	299	57.0%	127	56.4%	172	57.3%	14	2.7%	8	3.6%	6	2.0%
asst. principal	White	4	4.0%	4	7.5%	0	0.0%	15	15.2%	11	20.8%	4	8.7%	79	79.8%	38	71.7%	41	89.1%	1	1.0%	0	0.0%	1	2.2%
	Black	56	19.0%	25	22.3%	31	16.9%	92	31.2%	30	26.8%	62	33.9%	138	46.8%	50	44.6%	88	48.1%	9	3.1%	7	6.3%	2	1.1%
	NatAm	0	0.0%	0	0.0%			1	50.0%	1	50.0%			1	50.0%	1	50.0%			0	0.0%	0	0.0%		
	Asian	1	3.0%	1	5.6%	0	0.0%	13	39.4%	5	27.8%	8	53.3%	18	54.5%	12	66.7%	6	40.0%	1	3.0%	0	0.0%	1	6.7%
	Hisp.	12	12.5%	6	15.0%	6	10.7%	18	18.8%	7	17.5%	11	19.6%	63	65.6%	26	65.0%	37	66.1%	3	3.1%	1	2.5%	2	3.6%
Minister, priest,	All	76	14.5%	33	14.7%	43	14.3%	117	22.3%	55	24.4%	62	20.7%	315	60.0%	128	56.9%	187	62.3%	17	3.2%	9	4.0%	8	2.7%
or rabbi, etc.	White	5	5.1%	5	9.4%	0	0.0%	17	17.2%	11	20.8%	6	13.0%	76	76.8%	37	69.8%	39	84.8%	1	1.0%	0	0.0%	1	2.2%
	Black	57	19.3%	21	18.8%	36	19.7%	77	26.1%	32	28.6%	45	24.6%	150	50.8%	51	45.5%	99	54.1%	11	3.7%	8	7.1%	3	1.6%
	NatAm	0	0.0%	0	0.0%			1	50.0%	1	50.0%			1	50.0%	1	50.0%			0	0.0%	0	0.0%		
	Asian	2	6.1%	0	0.0%	2	13.3%	6	18.2%	3	16.7%	3	20.0%	23	69.7%	15	83.3%	8	53.3%	2	6.1%	0	0.0%	2	13.3%
	Hisp.	12	12.5%	7	17.5%	5	8.9%	16	16.7%	8	20.0%	8	14.3%	65	67.7%	24	60.0%	41	73.2%	3	3.1%	1	2.5%	2	3.6%
Other adults	All	125	23.8%	55	24.4%	70	23.3%	222	42.3%	82	36.4%	140	46.7%	164	31.2%	80	35.6%	84	28.0%	14	2.7%	8	3.6%	6	2.0%
	White	14	14.1%	9	17.0%	5	10.9%	38	38.4%	16	30.2%	22	47.8%	46	46.5%	28	52.8%	18	39.1%	1	1.0%	0	0.0%	1	2.2%
	Black	81	27.5%	32	28.6%	49	26.8%	129	43.7%	40	35.7%	89	48.6%	75	25.4%	33	29.5%	42	23.0%	10	3.4%	7	6.3%	3	1.6%
	NatAm	0	0.0%	0	0.0%			2	100.0%	2	100.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%		
	Asian	6	18.2%	3	16.7%	3	20.0%	14	42.4%	7	38.9%	7	46.7%	12	36.4%	8	44.4%	4	26.7%	1	3.0%	0	0.0%	1	6.7%
	Hisp.	24	25.0%	11	27.5%	13	23.2%	39	40.6%	17	42.5%	22	39.3%	31	32.3%	11	27.5%	20	35.7%	2	2.1%	1	2.5%	1	1.8%
Friends	All	207	39.4%	89	39.6%	118	39.3%	207	39.4%	85	37.8%	122	40.7%	97	18.5%	43	19.1%	54	18.0%	14	2.7%	8	3.6%	6	2.0%
	White	35	35.4%	17	32.1%	18	39.1%	42	42.4%	21	39.6%	21	45.7%	22	22.2%	15	28.3%	7	15.2%	0	0.0%	0	0.0%	0	0.0%
	Black	121	41.0%	46	41.1%	75	41.0%	114	38.6%	39	34.8%	75	41.0%	50	16.9%	20	17.9%	30	16.4%	10	3.4%	7	6.3%	3	1.6%
	NatAm	1	50.0%	1	50.0%			1	50.0%	1	50.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%		
	Asian	9	27.3%	4	22.2%	5	33.3%	15	45.5%	10	55.6%	5	33.3%	7	21.2%	4	22.2%	3	20.0%	2	6.1%	0	0.0%	2	13.3%
	Hisp.	41	42.7%	21	52.5%	20	35.7%	35	36.5%	14	35.0%	21	37.5%	18	18.8%	4	10.0%	14	25.0%	2	2.1%	1	2.5%	1	1.8%

LIST OF PUBLICATIONS OF THE CHICAGO PANEL and METROSTAT

CHICAGO SCHOOL REFORM - RESEARCH AND MONITORING PROJECT

The School Principal and Chicago School Reform. March 1991
Local School Council Meetings During the First Year of Chicago School Reform. November 1990.
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*For descriptions and costs of these publications, please request a publication list from the Chicago Panel, (312) 939-2202.